CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2014 series

0495 SOCIOLOGY

0495/22 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.

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Section A: The Family

1 (a) What is meant by the term *single-parent family*?

Relevant points might include:

- A man or woman with one or more dependent children.

A clear definition along these lines (2 marks) e.g. the children

An incomplete definition showing some understanding (1 mark) e.g. one parent looks after the children.

(b) Describe <u>two</u> reasons for the growth in single-parent families. [4]

Relevant points might include:

- The rise in divorce rates and its increasing acceptability
- Economic and social independence of women
- Lack of desire to marry or live with a partner
- The secularisation of society
- Loss of stigma
- Availability of benefits and housing
- Other reasonable response.

1 mark for identification and 1 mark for description/development (2 × 2).

(c) Explain the possible consequences for society of a growth in single-parent families. [6]

Relevant points might include:

- Rise in juvenile crime
- Educational failure of children
- Decline of nuclear family
- Lack of role models, especially for boys
- Inadequate socialisation
- Burden on the welfare state
- Strain on housing
- Other reasonable response.

1–3 A few basic observations, possibly relying on assumption, and with some over generalisation, giving common sense answers with little sociological knowledge. Candidates may not understand the meaning of the term *consequences* and may instead discuss *growth in single-parent families.*

4–6 A clear and accurate explanation with specific points which demonstrate a clear understanding of the question. At the lower end of the band, there may be sociological ideas without sociological language. At the top end of the band, expect more than one consequence to be discussed in a reasonable level of detail, with the correct use of sociological language.

(d) How far is the growth in single-parent families a sign family?

For:
- Decline in the number of first marriages
- Increase in single parent families
- Rise in divorce rates
- Loss of functions of family, due to economic and educati
- Secularisation
- Loss of stigma
- Other reasonable response.

Against:
- Individuals prioritising their career over marriage and children
- Economic independence of women
- Increase in other family types such as reconstituted families, or step-families
- Changes in legislation giving rights to women
- Same-sex partnerships
- Change in the nature of the traditional family, e.g. co-habitation and a decline in marriage
- Loss of the functions of a family
- Nuclear family is still in existence and valued
- Other reasonable response.

1–3 Candidates may concentrate on one part of the question e.g. *growth in single-parent families* or *decline in nuclear families a*nd/or will give common sense answers with little sociological knowledge.

4–6 Answers in this band are likely to include sociological ideas without necessarily using sociological language, at the lower end of the band. There will be an understanding of some aspects of the relationship between the *decline of the nuclear family* and *single-parent families*. At the top of the band, there will be sociological language. However, answers may be narrow in breadth or will be one-sided, and will contain little reference to alternative factors.

7–8 Answers will be well focused on the question and will develop clear points with relevant examples. Sociological language and concepts are to be expected. There should be a consideration of both sides of the argument. To receive full marks, candidates should make a judgement of the extent to which *the growth in single-parent families* is *a sign of the decline of the nuclear family* with an awareness of other factors such as the economic independence of women.

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

Relevant points might include:

- The differing lifestyles, norms and family structures in social groups and sub-cultures.

A clear definition along these lines (2 marks) e.g. different lifestyles and norms/family structures in social groups and sub-cultures.

An incomplete definition showing some understanding (1 mark) e.g. there are differences between different social groups.

(b) Describe <u>two</u> ways in which, during the course of a pers family may change.

Relevant points might include:

- Marriage
- Moving away from home (student residence/old people's
- Divorce and separation
- Reconstituted family
- Death of a partner
- Remarriage
- Having children
- Beanpole families
- Other reasonable response.

1 mark for identification and 1 mark for description/development (2×2).

(c) Explain how family structures may vary depending on cultural and social class background. [6]

Relevant points might include:

- Family structure based on tradition and culture
- Religious influences
- Agriculturally based units
- Differences in income and wealth
- Social class diversity, i.e. size of family
- Reference to housing and regional diversity (e.g. high number of couples and single people living in the cities)
- Other reasonable response.

1–3 A few basic observations, possibly relying on assumption, and with some over-generalisation, giving common sense answers with little sociological knowledge. Candidates may limit answer to *cultural differences* without references to the family.

4–6 A clear and accurate explanation with specific points showing a clear understanding of the question. At the lower end of the band, there may be sociological ideas without sociological language. At the top end, expect more than one *difference in family structure* to be discussed in a reasonable level of detail, with the correct use of sociological language. Culture and social class do not both have to be addressed explicitly to achieve marks within this band.

(d) To what extent does cultural and regional diversity i family in modern industrial societies?

For:
- Difference between rural and urban areas
- Extended and nuclear families
- Differences between classes (linked to culture)
- Diversity of secular and religious differences
- Faith differences
- Cultural differences, e.g. Asian families and families of W
- Other reasonable response.

Against:
- Changing societal values
- Media influence
- Religion/secularisation
- Economic differences
- Education
- Welfare system
- Age/life stage
- Changes in legislation
- Other reasonable response.

1–3 A few general points based on common sense rather than sociological insight. Candidates may concentrate on one part of the question, e.g. *cultural or regional differences* and omit the idea of *structure a*nd/or give common sense answers with little sociological knowledge.

4–6 Answers in this band are likely to contain sociological ideas without necessarily using sociological language, at the lower end of the band. There will be an understanding of some aspects of the relationship between the *regional and cultural differences* and *the structure of the family*. At the top end of the band, there will be sociological language. However, answers may be narrow or one-sided with little reference to alternative factors.

7–8 Answers will be well focused on the question and will develop clear points with relevant examples. Sociological language and concepts are to be expected. There should be consideration of both sides of the argument. To receive full marks, candidates should make a judgement of the extent to which *the cultural and regional differences are the main influence on the structure of the family,* with an awareness of other factors such as the level of affluence and the benefit system.

Section B: Education

3 Despite continuing gender inequalities girls are now outperf at school.

(a) What is meant by the term *gender inequalities*?

Relevant points might include:

- The different treatment of males and females.

A clear definition along these lines (2 marks) e.g. there are differences in the treatment of males and females.

An incomplete definition showing some understanding (1 mark) e.g. genders are not treated the same.

(b) Describe <u>two</u> reasons why girls are outperforming boys in many subjects at school. [4]

Relevant points might include:

- More coursework
- Growing independence
- Job opportunities for women
- More positive female role models
- Influence of the media
- Changing laws
- School policies and curriculum
- Parental pressure/encouragement
- Feminism/decline of patriarchy
- Other reasonable response.

1 mark for identification and 1 mark for description/development (2 × 2).

(c) Explain how girls may be treated differently to boys within the education system. [6]

Relevant points might include:

- Different uniforms for boys and girls
- Different subjects studied
- Different expectations in certain subjects, e.g. higher expectations in English than Science or Maths
- Different treatment by teachers
- Different expectations of behaviour and academic performance
- Teacher stereotyping/labelling
- Different sports played/offered
- Expected to perform different tasks, e.g. serve tea whereas boys may be asked to help move chairs
- Other reasonable response.

1–3 A few basic observations, possibly relying on assu generalisation, giving common sense answers with Candidates may limit answer to one aspect, e.g. *treatm*

4–6 A clear and accurate explanation with specific points, s the question. At the lower end of the band, there ma sociological language. At the top end, expect more tha *of girls in the educational system* to be discussed in a the correct use of sociological language.

(d) How far can teachers and schools affect a pupil's educational performance? [8]

For:
- Stereotyping
- Labelling
- Self-fulfilling prophecy
- Sexism
- Racism by teachers and within the curriculum
- Availability of school resources
- Quality of school and teachers
- Compensatory education
- Type of school, i.e. private school
- Streaming and setting
- Other reasonable response.

Against:
- National curriculum
- Influence of home background
- Social class
- Gender
- Ethnicity
- Parental involvement
- Material and cultural deprivation
- Having a private tutor
- Other reasonable response.

1–3 A few general points based on common sense rather than sociological insight. Candidates may concentrate on one part of the question, e.g. *teachers* or *school* and omit the idea of *performance a*nd/or give common sense answers with little sociological knowledge.

4–6 Answers in this band are likely to contain sociological ideas without necessarily using sociological language at the lower end. There will be an understanding of some aspects of *how teachers and schools* can affect *a pupil's educational performance.* At the top end of the band, there will be sociological language. However, answers may be narrow in breadth or will be one-sided with little reference to alternative factors.

7–8 Answers will be well focused on the question and will develop clear points with relevant examples. Sociological language and concepts are to be expected. There should be some consideration of both sides of the argument. To receive full marks, candidates should make a judgement of the extent to which *teachers and schools can affect a pupil's performance,* with an awareness of other factors such as home background.

4 The achievement of ethnic minorities in education may be factors and out-of-school factors.

(a) What is meant by the term *ethnic minorities*?

Relevant points might include:

- A group of people who share a culture that is different fro

A clear definition along these lines (2 marks) e.g. a group traditions from the majority of the population.

An incomplete definition showing some understanding (1 mark) e.g. they are groups of immigrants.

(b) Describe <u>two</u> ways in which school factors can influence the educational performance of ethnic minorities. [4]

Relevant points might include:

- Ethnocentric curriculum
- Racism/prejudice/discrimination
- Ethnicity of the teacher/role models
- Labelling of ethnic minorities by teachers and pupils
- Culture clash
- Language problems
- Level of teacher expectations
- Setting and streaming
- Other reasonable response.

1 mark for identification and 1 mark for description / development (2×2).

(c) Explain how home background may affect the educational performance of ethnic minorities. [6]

Relevant points might include:

- Peer group pressure/gangs
- Different levels of encouragement from parents
- Different cultural values to those of schools.
- Language at home is different to the language of school
- English as a second language
- Different religious beliefs
- Poverty
- Material and cultural deprivation
- Poor housing conditions and overcrowding
- Community values
- Other reasonable response.

1–3 A few basic observations, possibly relying on assu generalisation, giving common-sense answers with Candidates may limit their answer to one aspect, e. *ethnic minorities.*

4–6 A clear and accurate explanation with specific points s the question. At the lower end of the band, there ma sociological language. At the top end, expect more th *which may affect the educational performance of ethni* reasonable level of detail, with the correct use of sociol does not look explicitly at ethnic minorities but instead provides more generic explanations that are implicitly linked, i.e. via a lower class position, should score a maximum of 4 marks.

(d) How far can educational policies help to improve the educational achievement of ethnic minorities? [8]

For:
- Compensatory education
- Educational priority areas
- Positive discrimination
- Anti-racism policies
- Inclusion initiatives
- Curriculum changes
- Other reasonable response.

Against:
- Home factors
- Some ethnic groups are high achievers, e. g. Asian and Chinese
- Parental attitudes and expectations
- Social class and gender
- Shortage of teachers from ethnic minority backgrounds
- Ethnocentric curriculum
- Teacher expectation, e.g. self-fulfilling prophecy
- Policies may be in place but may make no difference
- Other reasonable response.

1–3 A few general points based on common sense rather than sociological insight. Candidates may concentrate on one part of the question, e.g. *educational achievement* and omit the idea of *policy a*nd/or give common sense answers with little sociological knowledge.

4–6 Answers in this band are likely to contain sociological ideas without necessarily using sociological language, at the lower end of the band. There will be an understanding of how *educational policies* can help *improve the educational performance of ethnic minorities.* At the top of the band there will be sociological language. However, answers may be narrow in breadth or will be one-sided with little reference to alternative factors.

7–8 Answers will be well focused on the question and will develop clear points with relevant examples. Sociological language and concepts are to be expected. There should be a consideration of both sides of the argument. To receive full marks, candidates should make a judgement of the extent to which *educational policies can help improve the educational achievement of ethnic minorities,* with an awareness of other factors such as teacher expectation.

Section C: Crime, Deviance and Social C

5 In modern industrial societies conformity is maintained throu such as the media, and computer technology. For example, s means of social control.

(a) What is meant by the term *surveillance?*

Relevant points might include:

- Systems of monitoring behaviour and information.

A clear definition along these lines (2 marks) e.g. the monitoring of behaviour and information, often by CCTV cameras.

An incomplete definition showing some understanding (1 mark) e.g. cameras looking at what people are doing.

(b) Describe <u>two</u> means of social control in modern industrial societies, apart from surveillance. [4]

Relevant points might include:

- Government legislation
- Police action
- Peer group pressure
- Neighbourhood pressure
- Pressure in workplace
- Legal action through courts
- Media action/comments
- Informal social control in family
- Religious organisations
- Educational organisations
- Prisons
- Formal social control
- Informal social control
- Negative sanctions
- Positive rewards
- Other reasonable response.

1 mark for identification and 1 mark for description / development (2×2).

(c) Explain how social control is maintained in traditional societies. [6]

Through mechanisms such as:

- Rituals/rites of passage
- Family controls
- Ostracism
- Religion
- Ridicule
- Public shaming
- Via ‘elders’ in the society

- Publicly voiced complaints
- Other reasonable response.

1–3 A few basic observations, possibly relying on assu generalisation, giving common-sense answers with Candidates may limit their answer to one aspect of the omit *traditional societies.*

4–6 A clear and accurate explanation with specific points s the question. At the lower end of the band, there ma sociological language. At the top end, expect more than one mechanism by which *social control is maintained in traditional societies to* be discussed in a reasonable level of detail, with the correct use of sociological language.

(d) To what extent might the reporting of crime by the media lead to an increase in recorded crime? [8]

For:
- Creates folk devils
- Creates moral panics
- Deviancy amplification
- Repeated coverage of an issue/group may lead to copying and police targeting
- Distortion/exaggeration
- Stereotyping
- Puts pressure on the police to 'do something' about crimes
- Raises public awareness of particular crimes
- Other reasonable response.

Against:
- Media can help prevent and detect crime
- Media is source of information
- Other reasons for increases in recorded crime, i.e. government pressure/police targeting, etc.
- High proportion of crime does not come to the attention of the media
- Other reasonable response.

1–3 A few general points based on common-sense rather than sociological insight. Candidates may concentrate on one part of the question, e.g. *crime* or *media* and omit the idea of *create a*nd/or give common sense answers with little sociological knowledge.

4–6 Answers in this band are likely to contain sociological ideas without necessarily using sociological language, at the lower end of the band. There will be an understanding of some aspects of the relationship between *the media and crime.* At the top of the band, there will be sociological language. However, answers may be narrow in breadth or will be one-sided, with little reference to alternative factors.

7–8 Answers will be well focused on the question and will develop clear points with relevant examples. Sociological language and concepts are to be expected. There should be a consideration of both sides of the argument. To receive full marks, candidates should make a judgement of the extent to which *the media can create more crime* with an awareness of other factors, such as how the media can help prevent and detect crime.

6 White-collar crimes are under-represented in official crime st

(a) What is meant by the term *white-collar crime*?

Relevant points might include:

- Crimes committed by middle class people in the course o

A clear definition along these lines (2 marks) e.g. crime co
e.g. fraud.

An incomplete definition showing some understanding (1 mark) e.g. crime committed by the middle-class OR an example, such as fraud.

(b) Describe <u>two</u> types of crime that may be under-represented in the official crime statistics, apart from white-collar crime. [4]

Relevant points might include:

- Domestic violence
- Sexual abuse
- Petty crimes
- Vandalism/graffiti
- Child abuse
- Benefit fraud
- Breach of health and safety laws
- Cyber crime
- Corporate crime
- Victimless crime
- Drug use
- Other reasonable response.

1 mark for identification and 1 mark for description/development (2×2).

(c) Explain why white-collar crimes may be hard to detect. [6]

Relevant points might include:

- Absence of a victim in many cases
- Complicated nature of white-collar crime may deter investigation and prosecution
- Criminal may have power to protect themselves
- Embarrassment for the company who may prefer to deal with the matter internally
- Police tendency to associate crime with the lower classes, therefore middle class offenders are 'ignored'
- Hidden nature of middle class crime
- Other reasonable response.

1–3 A few basic observations, possibly relying on assumption, and with some over-generalisation, giving common sense answers with little sociological knowledge. Candidates may limit their answer to one aspect of the question, e.g. *white-collar crimes or detection.* If all the points are about how white collar crimes are dealt with, rather than 'detection', then place in this band.

4–6 A clear and accurate explanation with specific points s the question. At the lower end of the band there ma sociological language. At the top end expect more tha *collar crimes may be hard to detect* to be discussed with sociological language.

(d) How far are the official statistics a reliable indicator of cri

For:
- Annual report, therefore up to date
- National and regional coverage provided
- Extensive statistics from police, courts and prison to look at patterns and trends
- Easily and cheaply accessible
- Good for comparisons
- Can provide representative and generalisable information about crime
- Other reasonable response.

Against:
- Difference between crimes committed and crimes reported/recorded
- Police discretion in the recording of crime
- Police stereotyping/labelling
- Changes in categories of crime
- Other ways of indicating crime, such as self-report and victim studies
- Dark figure of crime/tip of the iceberg
- Under-representation of certain crimes, such as abuse, white collar crime, sexual crimes, etc.
- Other reasonable response.

1–3 A few general points based on common sense rather than sociological insight. Candidates may concentrate on one part of the question, e.g. *why official crime statistics indicate crime in society a*nd/or give common sense answers with little sociological knowledge.

4–6 Answers in this band are likely to contain sociological ideas without necessarily using sociological language at the lower end. There will be an understanding of how official statistics indicate crime levels in society. At the top of the band, there will be sociological language. However, answers may be narrow in breadth or will be one-sided, with little reference to alternative factors.

7–8 Answers will be well focused on the question and will develop clear points with relevant examples. Sociological language and concepts are to be expected. There should be a consideration of both sides of the argument. To receive full marks, candidates should make a judgement of the extent to which the *official statistics are a reliable indicator of crime levels in society,* with knowledge of the points of unreliability and other indications of the levels of crime in society.

Section D: Media

7 The media play a major role in agenda setting in modern indu

(a) What is meant by the term *agenda setting*?

Relevant points might include:

- This refers to how the mass media decide what to attention.

A clear definition along these lines (2 marks) e.g. the media decide the subjects for news and discussion.

An incomplete definition showing some understanding (1 mark) e.g. newspapers decide what to print.

(b) Describe <u>two</u> ways the media can influence political attitudes, apart from agenda setting. [4]

Relevant points might include:

- Surveys
- Opinion polls
- Giving more air time or column inches to one political party
- Using celebrities to promote political issues
- Spin doctors
- Party/politician image/impression management
- Biased reporting
- Other reasonable response.

1 mark for identification and 1 mark for description/development (2×2).

(c) Explain some of the factors which influence journalists in their selection and presentation of the news. [6]

Relevant points might include:

- Owners and editors impose their own views on journalists
- The need to make a profit and attract audiences
- The personal and political views of the journalist
- Access to stories/countries
- Resources available
- Time/practical constraints
- Who the intended audience is
- Slack news day
- Newsworthiness
- Laws and censorship
- Other reasonable response.

1–3 A few basic observations, possibly relying on ass generalisation, giving common sense answers wit Candidates may focus on one aspect of the questio omit *factors.*

4–6 A clear and accurate explanation with specific points s the question. At the lower end of the band, there m the use of sociological language. At the top end of t explanation of which factors *may influence jour presentation of the news* to be discussed in a reas correct use of sociological language.

(d) To what extent do the media influence people's behaviour? [8]

For:
- The hypodermic syringe model
- The cultural effects approach which sees the media as creating a climate or culture of thought (drip drip)
- Two-step flow model
- Moral panics
- Media and violence debate
- Imitation/copy-catting
- Role modelling
- Political attitudes and voting
- Fashion/dress codes/appearance
- Celebrity culture
- Advertising
- Propaganda
- Stereotyping
- Other reasonable response.

Against:
- Uses and gratification model
- Audience selection/active audience
- Confirming what people already believe
- Level of education
- Social class differences
- Age differences
- Gender differences
- Ethnic differences
- Other factors may be more influential, i.e. family/peers/religion
- Other reasonable response.

1–3 A few general points based on common sense rather than sociological insight. Candidates may identify a negative or positive influence of the media and will give common sense answers with little sociological knowledge.

4–6 Answers in this band are likely to contain sociological ideas without necessarily using sociological language, at the lower end of the band. There will be an understanding of the *influence of the media on behaviour.* At the top end of the band, there will be sociological language and knowledge of sociological perspectives. However, answers may be narrow in breadth or will be one-sided with little reference to alternative factors.

7–8 Answers will be well focused on the question and relevant examples. Sociological language and conc should be a consideration of both sides of the argu To receive full marks, candidates should make a judg *mass media influence behaviour,* with an awarenes differences.

8 Advertising may help to shape the way people from many the lifestyle choices they make. Advertising has an increasin

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

Relevant points might include:

- The action of attracting public attention through printing or broadcasting to a product or service.

A clear definition along these lines (2 marks) e.g. the activity of attracting public attention to a product or business.

An incomplete definition showing some understanding (1 mark) e.g. paying for a notice about your business.

(b) Describe <u>two</u> ways in which advertising may help shape the way people view themselves. [4]

Relevant points might include:

- Adverts with gender expectations of behaviour
- Particular types of advertisements, e.g. aspirational, subliminal
- Adverts that work on the emotional vulnerability of the target group
- Advertisements assuming certain norms, e.g. make up and perfume, high heels for women
- Gender, i.e. roles/expectations
- Body image/diet/fitness
- Material goods/consumption – status symbols
- Invisibility of certain social groups
- Other reasonable response.

1 mark for identification and 1 mark for description/development (2 × 2).

(c) Explain what factors, apart from advertising, may influence the lifestyle choices people make. [6]

Relevant points might include:

- Level of education
- Social class
- Gender
- Age
- Ethnicity

- Level of affluence
- Cultural background
- Religious background
- Influence of secularisation
- Global factors
- Influence of internet, social media and other forms of me
- Other reasonable response.

1–3 A few basic observations, possibly relying on assu generalisation, giving common sense answers with lit *talk about lifestyles without reference to factors.*

4–6 A clear and accurate explanation with specific points which demonstrate a clear understanding of the question. At the lower end of the band, there may be sociological ideas without sociological language. At the top end of the band, expect more than one explanation of the *different factors which may influence lifestyle choices* to be discussed in a reasonable level of detail, with the correct use sociological language.

(d) To what extent is advertising creating a global culture? [8]

For:
- Global brands
- Marketing techniques
- Selling a lifestyle
- Cultural sameness on a global scale, i.e. fashion/media consumption
- Access of advertising to internet outlets including social media
- Can buy well-known products, especially American in most parts of the world, e.g. Coca Cola and McDonalds
- Similar shops in the capitals of the world
- Other reasonable response.

Against:
- Internet and social media more than advertising are creating this global culture
- Travel
- Other influences such as pop music and fashion
- Interest in preserving different and individual cultures and sub-cultures remains
- National/regional identity and culture
- Americanisation of culture rather than global
- Is everyone affected by advertising?
- Other reasonable response.

1–3 A few general points based on common sense rather than sociological insight. Candidates may concentrate on *advertising* and will give common sense answers with little sociological knowledge.

4–6 Answers in this band are likely to contain sociological ideas without necessarily using sociological language, at the lower end of the band. There will be an understanding of *some of the other factors creating a global culture.* At the top end of the band, there will be sociological language. However, answers may be narrow in breadth or will be one-sided with little reference to alternative factors.

7–8 Answers will be well focused on the question and will d
examples. Sociological language and concepts are to
consideration of both sides of the argument. Candid
what extent factors other than advertising are creating
full marks, a judgement should be made.