CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2014 series

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 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 2014 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

Section A: The Family

1 The family has many functions, one of which is social con variations in the functions performed by the family.

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

An expected role/task performed by the family e.g. socialisati

2 marks for a full definition, e.g. the expected roles or tasks p
1 mark for a partial definition, e.g. what the family is expected to do or an example of a function.

(b) Describe two functions that the family performs for children, apart from social control. [4]

Answers may include:
- Socialisation
- Reproduction
- Identity
- Place in society
- Emotional support
- Economic support
- Care of children
- Status
- Regulation of sexual behaviour
- Other reasonable response.

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

(c) Explain how the family acts as an agent of social control. [6]

Answers may include:
- Negative and positive sanctions
- Rewards for good behaviour/conforming to expectations
- Negative sanctions for poor behaviour/ not conforming to expectations
- Verbal praise and verbal disapproval
- Enforcing expected norms and values
- Gender role control, i.e. canalisation
- Other reasonable response.

0–3 A few basic observations, possibly relying on assumption, and with some over-generalisation, giving common-sense answers with little sociological knowledge. Candidates may talk about *control* in the family and may not understand what is meant by an *agent of social control.*

4–6 A clear and accurate explanation with specific examples showing a *clear understanding of how the family exercise social control*. At the lower end of the band there may be sociological ideas without sociological language. At the top end, expect more than one way to be discussed in a reasonable level of detail, with correct use of sociological language.

(d) To what extent are there cross-cultural variations in the f

Examples for:

- Some families have more reliance on extended family m
- Lone parents are more common in some families than families/different social classes
- Age of marriage
- Age of parenthood
- Arranged marriages
- Family size
- Rate of divorce
- Rate of co-habitation
- Employment of wives
- Role of religious values
- Other reasonable response.

Examples against:

- Families still have similar functions
- Primary socialisation
- Social control
- Emotional support
- Place in society
- Roles, etc.
- Globalisation leading to cultural sameness in families
- Media culture replacing traditional cultural views of the family
- Class/regional variations rather than cultural
- Other reasonable response.

0–3 Candidates may misunderstand *cross-cultural/variations* and talk about *culture* or *family*, giving common-sense answers with little sociological knowledge.

4–6 Answers at the lower end of the band are likely to contain sociological ideas without necessarily using sociological language. There will be *an understanding of some of the differences between cultures*. At the top 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 points with relevant examples. Sociological language and concepts are to be expected. There should be a consideration of both sides of the argument to score at this level. For candidates to receive full marks, their answer should include a judgement of *the extent to which there are cross-cultural variations in the family,* with an awareness of the functions which are the same in all cultures, e.g. *globalisation.*

2 It is the norm in modern industrial societies for marriage to b may be variations in the conjugal roles performed within mar

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

Being married to one person – a legally recognised tie betwe

2 marks for a full definition, e.g. marriage to one person at a ti
1 mark for a partial definition, e.g. being faithful.

(b) Describe two types of conjugal roles. [4]

- Joint conjugal roles
- Segregated conjugal roles
- Other reasonable response.

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

(c) Explain why conjugal roles have changed in modern industrial societies. [6]

Answers may include:

- Dual worker families
- Growing independence of women
- Geographical mobility
- Growth of nuclear family
- Privatised family
- Symmetrical family
- Legal changes
- Fewer children
- Home centred
- Globalisation/media culture
- Other reasonable response.

0–3 A few basic observations, possibly relying on assumptions, and with some over-generalisation, giving common-sense answers with little sociological knowledge. Candidates may not understand *conjugal roles* and/or focus on *roles* more generally.

4–6 A clear and accurate explanation with specific examples showing *a clear understanding of why conjugal roles have changed compared to the traditional roles of two or three generations ago.* At the lower end of the band there may be sociological ideas without sociological language. At the top end, expect more than one change to be discussed in a reasonable level of detail, with relevant explanations and the correct use of sociological language.

(d) To what extent have women achieved equality with men i

Examples for:

- Employment
- Economic power
- Decision making
- Legal rights
- Discrimination laws
- Equal pay
- Joint conjugal roles
- Other reasonable response.

Examples against*:*

- Still many families where man has more economic power
- Many women work part-time
- Dual burden
- Triple shift
- Many women do low paid jobs
- Women do most of the menial tasks in most families
- Segregated conjugal roles
- Cultural variations
- Other reasonable response.

0–3 A few general points based on common-sense rather than on sociological insight. Candidates may generalise about the *equality*/*power women have in the family*, providing common sense answers but with little sociological knowledge.

4–6 Answers at the lower end of the band are likely to contain sociological ideas without necessarily using sociological language There will *be an understanding of the changing status of women in the family*. At the top 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 points with relevant examples. Sociological language and concepts are to be expected. There should be a consideration of both sides of the argument to score at this level. For candidates to receive full marks, their answer should include a judgement of *the extent to which women have achieved equality with men,* with a consideration of continuing inequality.

Section B: Education

3 Some sociologists claim that the educational system promot can be argued that social class continues to influence educat

(a) What is meant by the term *social mobility*?

A change in social status.

2 marks for a full definition, e.g. a movement within the social
1 mark for a partial definition, e.g. you go up a social class.

(b) Describe two ways that schools may reproduce social inequality. [4]

Answers may include:
- School systems of setting and streaming
- Teacher expectation
- Ethnocentrism
- Labelling
- Selection
- Fee paying schools
- Middle class values/nature of schools
- Other reasonable response.

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

(c) Explain some of the reasons for the underachievement of boys in education. [6]

Answers may include:
- Boys may be influenced by peer pressure
- 'Laddish' culture
- Teacher's expectations
- The way the subject is taught high amount of female teachers in education equate to a feminised profession
- Boys tend not to complete course work
- Decline of traditional employment opportunities
- Gang culture/high exclusion rates for boys
- Other reasonable response.

0–3 A few basic observations, possibly relying on assumptions, and with some over-generalisation, giving common-sense answers with little sociological knowledge. Candidates may focus on *boys not behaving in school* and *not working*.

4–6 A clear and accurate explanation with specific examples showing *a clear understanding of some of the reasons why boys may not achieve in school.* At the lower end of the band there may be sociological ideas without sociological language. At the top end, expect more than one reason to be discussed in a reasonable level of detail, with relevant explanations included, and the correct use of sociological language.

(d) To what extent is social class the main factor influencing

Examples for:
- Relationship between social class and educational achie
- Private schools and the elite
- Material factors
- Home circumstances
- Cultural capital
- Other reasonable response.

Examples against:
- Ethnicity
- Gender
- Parental support
- School/teacher factors
- Other reasonable response.

0–3 A few general points based on common-sense rather than on sociological insight. Candidates may focus on *social class* or *educational success*, giving common-sense answers with little sociological knowledge.

4–6 Answers at the lower end of the band are likely to contain sociological ideas without necessarily using sociological language. There will be an understanding of the relationship between social class and success in education, giving examples such as *low achievement of the working class and the private education of the elite*. 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 points with relevant examples. Sociological language and concepts are to be expected. There should be a consideration of both sides of the argument to score at this level. For candidates to receive full marks, their answer should include a judgement of *the extent to which social class is the main factor,* and there should be a consideration of other factors such as gender, parental support, teacher expectations, quality of school, etc.

4 There are various types of schools, such as state and inde agency of social control and prepare pupils to become the ne

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

Fee paying private schools not dependent on the state.

2 marks for a full definition, e.g. they are private fee paying sc
1 mark for a partial definition, e.g. they are not state schools.

(b) Describe two features of vocational education. [4]

Answers may include:
- Work-related qualifications
- Training
- Less academic in focus
- More practical
- Work experience
- Other reasonable response.

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

(c) Explain how schools act as an agency of social control. [6]

Answers may include:
- Hidden curriculum
- Teaching of discipline, respect and punctuality
- Hierarchy
- Status
- Pressure to conform
- Sanctions
- Other reasonable response.

0–3 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 *agency of social control* and/or focus on *control* more generally.

4–6 A clear and accurate explanation with specific examples showing *a clear understanding of the ways in which schools are agencies of social control, e.g. discipline system, hidden curriculum, respect for authority etc.* At the lower end of the band, there may be sociological ideas without sociological language. At the top end, expect more than one way to be discussed in a reasonable level of detail, with relevant explanations and the correct use of sociological language.

(d) To what extent are schools successful in preparing pupil

Examples for:
- Academic qualifications
- Skills
- Behaviour/conformity
- Work related qualifications
- Work experience
- Hierarchy
- Hidden curriculum
- Other reasonable response.

Examples against:
- Literacy and numeracy issues
- Attitudes to work not always positive/productive
- Lack of some relevant technical/ICT skills
- Lack of practical study
- Short periods of work experience in schools only
- Focus on examinations rather than skills
- Other reasonable response.

0–3 A few general points based on common-sense rather than sociological insight. Candidates may generalise about *schools* and *work,* giving common-sense answers with little sociological knowledge.

4–6 Answers at the lower end of this band are likely to contain sociological ideas without necessarily using sociological language. There will *be an understanding of the relationship between education in schools and the world of work, giving examples such as work experience and relevant skills*. 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 points with relevant examples. Sociological language and concepts are to be expected. There should be a consideration of both sides of the argument to score at this level. For candidates to receive full marks, their answer should include a judgement of *the extent to which schools prepare pupils for work,* with an awareness demonstrated of the inadequacies of preparation.

Section C: Crime, Deviance and Social C

5 All societies have expectations of how their citizens discouraged through formal and informal agencies of social

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

Actions that go against the norms and values of society.

2 marks for a full definition, e. g. behaviour which is agai
society.
1 mark for a partial definition, e.g. behaviour which is not acceptable in a society.

(b) Describe two agencies of formal social control. [4]

Answers may include:
- Police force
- Law courts
- Government
- Army
- Prison service
- Other reasonable response.

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

(c) Explain how agencies of informal social control encourage social conformity. [6]

Answers may include:
- Sanctions by family
- School: hidden curriculum
- Peer groups: approval and disapproval
- Community pressure to conform
- Media – norm setting, etc.
- Religious norms and values/expectations
- Workplace – rules/expectations
- Other reasonable response.

0–3 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 question and may focus on only parts of it, such as *control*. *Conformity* may not be understood.

4–6 A clear and accurate explanation with specific examples showing *a clear understanding of the ways in which informal social control by agencies such as the family enforce conformity and compliance to social norms*. At the lower end of the band there may be sociological ideas without sociological language. At the top end, expect more than one way to be discussed in a reasonable level of detail, with relevant explanations and the correct use of sociological language.

(d) To what extent is deviance relative to time and place?

Examples for:
- Cross-cultural deviance
- Situational deviance
- Historical deviance
- Changing laws/norms/values
- Other reasonable response.

Examples against:
- Constants, i.e. what is considered a crime in most countries, e.g. murder and theft
- Legislation across cultures which opposes torture, inhuman or degrading treatment
- Protection of children
- Moral absolutes
- Other reasonable response.

0–3 A few general points based on common-sense rather than sociological insight. Candidates may not understand *deviance* and/or *relative,* giving common-sense answers with little sociological knowledge.

4–6 Answers in this level are likely to contain sociological ideas without necessarily using sociological language at the lower end of the band. There will be an understanding of *deviance,* although the answer may lack a complete explanation of *relative*. 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 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 marks within this level. For candidates to receive full marks, their answer should include a judgement of *the extent to which deviance is relative* with consideration demonstrated of what is generally considered to be crimes and other constants.

6 Juvenile delinquency is found throughout modern industrial societies. Relative deprivation is one factor that may explain juvenile delinquency.

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

Undesirable anti-social behaviour, sometimes illegal behaviour by a minor

Two marks for a full definition, e.g. anti-social behaviour, which may be illegal, by young people.
One mark for a partial definition, e.g. teenagers who commit crime.

(b) Describe two reasons, apart from relative deprivation, more likely to occur in urban areas.

Answers may include:
- Peer group pressure
- Status frustration
- Boredom
- Subcultures
- Labelling
- Self-fulfilling prophecy
- Police targeting
- Gang culture
- Poverty/deprivation
- Other reasonable response.

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

(c) Explain why female crime is increasing. **[6]**

Answers may include:
- Greater freedom of females
- Deprivation
- Females are more involved in all aspects society
- Some of the same problems as males, e.g. drug addiction, etc.
- 'Ladette' culture
- Convergence of gender norms and values
- Other reasonable response.

0–3 A few basic observations, possibly relying on assumption, and with some over-generalisation, giving common-sense answers with little sociological knowledge. Candidate may misunderstand the question, and may thus incorrectly discuss *crimes committed on females*.

4–6 A clear and accurate explanation with specific examples, showing *a clear understanding of the reasons why the rate and type of crime committed by females has increased.* At the lower end of the band there may be sociological ideas without sociological language. At the top end, expect more than one reason to be discussed in a reasonable level of detail, with explanations and the correct use of sociological language.

(d) To what extent is relative deprivation the main reason for

Examples for:
- Poverty
- Living in area of deprivation
- Material deprivation
- Unemployment
- Consumer culture-pressure for the 'latest' products
- Other reasonable response.

Examples against:
- Gender
- Boredom
- Status frustration
- Poor socialisation
- Low social control
- Gang culture
- Peer pressure
- Other reasonable response.

0–3 A few general points based on common-sense rather than sociological insight. Candidates may not understand *deprivation* and/or *relative,* giving common-sense answers with little sociological knowledge.

4–6 Answers in this level are likely to contain sociological ideas without necessarily using sociological language at the lower end of the band. There will be an understanding of *deprivation* although the answer may lack a complete explanation of *relative*. At the top end of the band there will be sociological language. However, answers may be narrow or one-sided, and will contain little reference to alternative factors.

7–8 Answers will be well focused on the question and will develop points with relevant examples. Sociological language and concepts are to be expected. There should be a consideration of both sides of the argument to score at this level. For candidates to receive full marks, their answer should include a judgement of *the extent to which relative deprivation is the main reason for crime* whilst also demonstrating an awareness of other factors.

Section D: Media

7 The media are an important agency of socialisation and hel values of society. However, sociologists disagree about t influence behaviour.

(a) What is meant by the term *dominant values*?

The main values supported in a society at a particular time.

2 marks for a full definition, e.g. these are the main values supported in a particular society at a particular time.
1 mark for a partial definition, e.g. these are the main norms in society.

(b) Describe two ways in which the media represent women. [4]

Answers may include:
- Sex objects
- Housewives
- Mothers
- Caring
- Victims
- Weak, in need of protection
- Unable to understand technology
- Poor drivers
- Other reasonable response.

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

(c) Explain how the media encourage social conformity. [6]

Answers may include:
- Norm setting
- Role models
- Stereotyping
- Demonising the undesirable
- Demonstrating the consequences of one's actions
- Other reasonable response.

0–3 A few basic observations, possibly relying on assumptions, with some over-generalisation, giving common-sense answers with little sociological knowledge. Candidates may not understand *social conformity.*

4–6 A clear and accurate explanation, with specific examples of the ways in which the media encourage conformity, e.g. *focus on behaviour which is approved or disapproved, portraying what is seen as important in society,* etc. At the lower end of the band there may be sociological ideas without sociological language. At the top end, expect more than one way to be discussed in a reasonable level of detail, with relevant explanations and the correct use of sociological language.

(d) To what extent can the influence of the media be explai gratifications model?

Examples for:
- Audience selection
- Audience retention
- Active audience
- User generated content/interactivity
- Media does not affect everyone in the same way
- Other reasonable response.

Examples against:
- Concentration of media ownership
- Diversification
- Media barons
- Hypodermic syringe model
- Cultural effects model
- Advertising pressures
- Propaganda
- Other reasonable response.

0–3 A few general points based on common-sense rather than on sociological insight. Candidates may not understand or know the *uses and gratifications model*. They may comment on the *influence of the media,* giving common-sense answers with little sociological knowledge.

4–6 Answers at the lower level of this band are likely to contain sociological ideas without necessarily using sociological language. *There will be an understanding of the uses and gratifications model*. Candidates will *explain this model to justify how it explains the influence of the media*. 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 influences.

7–8 Answers will be well focused on the question and will develop points with relevant examples. Sociological language and concepts are to be expected. There should be a consideration of both sides of the argument to score at this level. For candidates to receive full marks, their answer should include a judgement of *the extent to which the influence of the media can be explained in terms of the uses and gratifications model,* whilst also demonstrating an awareness of other models, concern that the influence of the media, e.g. the hypodermic syringe model.

8 Sociologists disagree about the extent to which the content the audience. The development of the new media offer audience.

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

On demand access to content anytime, anywhere on any di communication.

2 marks for a full definition, e.g. *digital media facilitating insta*
1 mark for a partial definition, e.g. *media linked to the internet*

(b) Describe two features of popular culture. **[4]**

Answers may include:
- Mainstream
- Media influence
- Mass appeal
- Relative to time and place
- May derive from sub-culture, e.g. punk
- Often related to music and fashion
- Often Americanised/Westernised
- Shallow activities
- Other reasonable response.

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

(c) Explain how the new media may be a threat to the traditional media. **[6]**

Answers may include:
- Immediate access
- User can select content
- User autonomy
- Interactivity
- Convergence widens access
- Affordable
- Audience power
- Citizen journalism
- On demand
- Other reasonable response.

0–3 A few basic observations, possibly relying on assumption, and with some over-generalisation, giving common-sense answers with little sociological knowledge. Candidates may have difficulty *distinguishing between the two media* and/or concentrate on one of them only.

4–6 A clear and accurate explanation with specific examples, showing a clear understanding of the differences between *the new and the traditional media.* At the lower end of the band there may be sociological ideas without sociological language concepts. At the top end, expect more than one reason *why the new media may be a threat to the traditional media* to be discussed in a reasonable level of detail, and with relevant explanations and the correct use of sociological language.

(d) To what extent is the content of the media determined by

Examples for:
- Pluralist view
- Audience selection/active audience
- Ratings/consumption
- Difference between traditional and new media
- Uses and gratification model
- Citizen journalism
- Interactivity
- User generated content
- Other reasonable response.

Examples against:
- Media control
- Gate keeping
- Agenda setting
- Marxist view
- Censorship/Government controls
- Hypodermic syringe model
- Owners
- Media professionals
- Advertisers
- Other reasonable response.

0–3 A few general points based on common-sense rather than on sociological insight. Candidates may answer in a simplistic way, focusing on either *content* or *audience* giving common-sense answers with little sociological knowledge.

4–6 Answers at the lower end of the band are likely to contain sociological ideas without necessarily using sociological language. There will be an understanding of the *sociological perspectives which support the audience being the determinant of the content of the media.* 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 points with relevant examples. Sociological language and concepts are to be expected. There should be a consideration of both sides of the argument to score at this level. For candidates to receive full marks, their answer should include a judgement of *the extent to which the content of the media is determined by the audience* whilst also demonstrating a consideration of other factors such as the owners, the advertisers and the editors, etc.