CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Educatio

MARK SCHEME for the May/June 2015 series

0495 SOCIOLOGY

0495/13 Paper 1 (paper 1), maximum raw mark 80

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Section A: Theory and method

Source A

India Provisional Population Totals

Population			
	Persons	1,210,193,422	
	Males	623,724,248	
	Females	586,469,174	
Population growth 2001–2011		**Absolute**	**Percentage**
	Persons	181,455,986	**17.64**
	Males	91,501,158	17.19
	Females	89,954,828	18.12
Literates		**Absolute**	**Literacy rate**
	Persons	778,454,120	**74.04**
	Males	444,203,762	82.14
	Females	334,250,358	65.46

Adapted from Census of India 2011

1 (a) From the evidence in Source A, identify the gender with the lowest literacy rate and the gender with the highest percentage population growth [2]

Lowest literacy: females (65.46)
Highest population growth: female (18.12)

One mark for each correctly identified. (Up to a maximum of two).

(b) Identify <u>two</u> methods that could be used to collect quanti

Any two from:

- Postal questionnaires/questionnaire
- Social survey
- Telephone questionnaire
- Interview with closed questions/structured
- Census
- Official statistics
- Any other reasonable response

NB do not allow just interview.

Award one mark only for questionnaire, award two marks for two types of questionnaires.

One mark for each correct method of selection identified (up to a maximum of two).

(c) Using information from Source A, describe <u>two</u> reasons why quantitative data may not be valid. [4]

Candidates need to demonstrate an understanding that the size of the task creates logistical issues of collecting and collating returns which might impact on validity. This is in addition to all the issues with the methods used. Candidates might also, taking their cue from the source, identify poor literacy rates as a potential problem for the validity too. As, due to low literacy rates, the census of India is carried out by officials asking householders questions which householders are legally obliged to answer truthfully.

Reasons include:

- Misinterpretation of question due to poor literacy rates or low levels of education
- Methodology used/training of researchers/researcher bias
- Respondents may be fearful of the official asking the question
- Time required to collate the information may mean it is inaccurate before it is finished
- Source material collated in 2011, therefore out of date
- Internal migration/homeless may mean some sections of the population are not identified in the data
- Errors in collating data
- Adapted source/manipulation of data
- Other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–2)
Answers at the bottom of the band will offer one reason without use of Source A.
Alternatively; answers may be vague or general with little sociological knowledge. Answers at the top end of the mark band may offer two reasons but without use to Source A.

Band 2 (3–4)
To reach this band, candidates must make use of Source A. I
reasons with only one developed, award three marks. To rea
candidates will give two reasons, both developed and relating

(d) Describe <u>two</u> strengths of using a pilot study in sociologi

Candidates will be expected to identify any of the following:

- Allows method to be tested out on a small scale to check for unforeseen issues
- Questions can be tried out on a small group to see if they work and are clearly understood if not they can be rewritten
- Iron out methodological weaknesses before spending large amounts of money on full scale study
- Any other reasonable response.

One mark for each strength correctly identified (up to a maximum of two).

One mark for each point that is developed (up to a maximum of two).

(e) Describe two strengths and two limitations of using quantitative data in sociological research. [2]

Strengths

- Patterns and trends can be identified
- Makes it easy to establish social facts
- Generalisation is easier
- Data is generally representative
- Data is generally reliable
- Any other reasonable response.

Limitations

- Lacks validity
- Does not allow social meaning to be discovered
- Lacks depth/detail
- Any other reasonable response.

One mark for each strength correctly identified (up to a maximum of two) and one mark for description of each strength (up to a maximum of two).

One mark for each limitation correctly identified (up to a maximum of two) and one mark for description of each limitation (up to a maximum of two).

(f) Explain why interpretivists prefer to use qualitative data.

Candidates will be expected to show an understanding of the qualitative data is important to understand the meaning place actors. They don't think that social facts exist but that meanin events and activities can be understood by using qualitative discuss various qualitative methods to illustrate why these ar

Band 0
No creditworthy response.

Band 1 (1–3)
Answers at this level are likely to show limited understanding and be based on common sense or demonstrate little in the way of clear sociological knowledge or terminology, e.g. *'interpretivists use qualitative methods so they can get a better understanding of how people feel*.' At the top of the band candidates may begin to use some appropriate knowledge or terminology. Candidates may only give one reason.

Band 2 (4–7)
At the bottom of the band, candidates demonstrate basic understanding of the issue and use some appropriate knowledge and terminology. Supporting explanation may be weak or over simplistic, e.g. *'interpretivists use qualitative methods because they want to put themselves in the position of the social actors.'*

At the top of the band, candidates use appropriate knowledge and terminology but may not fully focus on the question. Candidates are likely to offer more than one reason, e.g. *'interpretivists use qualitative methods because they need to understand the meanings social actors give to their lives so by observing their behaviour or even participating in their activities they may begin to understand it better.'*

Band 3 (8–10)
The candidates' answer is fully focused on the question, e.g. *'Interpretivists do not believe that social facts exist in the sense that positivist do. Rather they believe that social reality needs to be understood through the eyes of the social actors. They therefore seek to gain an in depth understanding of this by using qualitative methods*.' There is evidence of good use of sociological terms and candidates may make clear reference to relevant concepts, e.g. validity, and understand the link between this and the method used. At the top of the band, candidates should offer a range of reasons as well as demonstrate accurate use of sociological concepts.

(g) To what extent do official statistics fail to accurately measure what they set out to measure? [15]

Candidates should show a clear understanding of official statistics, i.e. numerical data collected and published by Governments (for example, crime or marriage statistics) and an awareness of the strengths and limitations of official statistics. They might usefully draw on knowledge and understanding from other parts of the syllabus, e.g. crime to support their answers or even the census of India from source A.

Candidates might talk about:

For

- Often large scale and therefore representative of the pop
- Carried out by experienced researchers
- Often have significant funding to ensure that collation an
- Any other reasonable response.

Against

- 'Iceberg theory', data that goes unreported/unrecorded, e.g. illegal immigration may mean that population data is inaccurate.
- Political interference/ government funding, i.e. findings are presented in a way that is acceptable to the body funding the research
- Fear of officials may mean respondents answer in the manner that they believe is expected
- Definitions of key terms used, e.g. unemployment
- Out of date, e.g. census can be up to ten years old
- Any other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–4)
Answers in this band may be largely based on common sense showing limited or no knowledge of sociological terms or concepts. Candidates are unlikely to understand official statistics as opposed to statistic on data in general, e.g. *'official statistic can be relied on because they are official figures and should be trusted.'*

Band 2 (5–8)
In this band candidates will tend to offer some basic discussion of the strengths and/or limitations of quantitative research. They may describe methods and their problems. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issue of validity/accuracy. At the top of the band, candidates may offer a description of more than one method or issue.

A one-sided answer cannot score higher than 8 marks.

Band 3 (9–12)
Answers in this band will show good sociological knowledge and understanding of the accuracy/validity of official statistics. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question.

Band 4 (13–15)
Answers in this band will be clearly focused on the question a
accuracy/validity of official statistics. Candidates show excelle
and knowledge. At the bottom of the band, candidates will off
for and against the question but may not offer an evaluative c
band, there will also be an evaluative conclusion, e.g. *'the ext
accurately measure what they claim to depends to a great ext
definitions used and the 'freedom' experienced by the researc
without political interference.'*

Section B: Culture, identity and socialis

**The world has many diverse cultures but within a culture there m
sub-cultures often have hidden rules which are not apparent to th
sub-culture must conform to the group's rules, norms and values**

2 (a) What is meant by the term 'coercion'?

Coercion:
Forcing people to act in a way that they may not wish to act b
May include blackmail or actual violence such as torture in some cases.

One mark for partial definition, e.g. *where people have to do something because they are scared.*

Two marks for clear definition, e.g. *where people behave in a way that is against their wishes because they have been bullied or intimidated or they are afraid for their life or the lives of others.*

(b) Describe <u>two</u> ways in which culture can be transmitted from one generation to another. [4]

Candidates will be expected to identify and describe two from the following:

- Through primary socialisation
- Through secondary socialisation
- Through custom
- Through traditions/artefacts
- Through media and technology
- Through religious practices
- Through teaching and learning of language
- Through the activities of various agencies of socialisation, e.g. education, media, family
- Rites of passage
- Other reasonable responses.

One mark for each point correctly identified (up to maximum of two).
One mark for each point that is developed (up to a maximum of two).

(c) Explain how coercion can be used to ensure social conformit

Candidates need to demonstrate an understanding of how ag control enforce the norms and values of society.

Possible answers:

- Formal sanctions (e.g. death penalty)
- Torture, political intimidation
- Informal sanctions (e.g. scolding, name-calling)
- School detentions
- Being 'grounded' by parents
- Threat of the 'sack' in work place
- Arrest and caution by police
- Ostracism by religious communities or peer group
- Any other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of the concepts of coercion/ social conformity. Responses may be short and un/under developed. At the top of the band, there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points. Answers may be placed broadly within the concept of coercion in general.

Band 2 (4–6)
A clear and accurate explanation showing good sociological knowledge and understanding of the concepts of coercion and social conformity, which is supported by relevant examples. Sociological terms should be expected. At the top of the band candidates will use sociological terms and concepts, referring to a range of factors. Candidates will address the issue of how conformity is maintained by coercion.

(d) Explain why sub-cultures are formed.

Candidates should show a clear understanding of sub-culture
a group or minority of people within the main culture of a soci
the main culture, but with many aspects in common.

They should also show an awareness of the circumstances in
Candidates are likely to draw on work about youth sub-cultur

Possible answers:

- People may want to rebel against the accepted norms and values of society
- Formed as a result of rapid social change
- Youth sub-culture; Lack of economic and social opportunities, status frustration, growing affluence, extended periods in education
- Creating the opportunity to succeed when normal routes are not available, e.g. criminal sub-culture/ working class sub-culture
- Religious/ethnic minority sub-cultures-based on common values and beliefs-may be linked to immigration, lack of economic opportunity, failure to assimilate with the main stream culture/sub-culture
- Influence of popular culture, including social media
- Hold on to/shape their own identity
- Other reasonable responses.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of why sub-cultures are formed. There may be some discussion of culture/sub-culture but this may not be directed to the question. Responses may be short and undeveloped. Sociological terms and concepts are unlikely to be used. At the bottom of the band, expect one weak point. At the top of the band, candidates may offer more than one weak point.

Band 2 (4–6)
Answers in this band will show basic sociological knowledge and understanding. Responses may be underdeveloped and lacking in range. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Answers may focus on describing sub-cultures; this may include description of examples like Mods and Rockers, without any attempt to explain why they developed, e.g. '*in Britain in the 1960s there were working class youth sub-cultures called the Mods and Rockers who rode mopeds or motorbikes and had some conflicts with each other*.' At the top of the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed.

Band 3 (7–8)
Answers in this band will show good sociological knowledge and understanding of why sub-cultures are formed and will be well developed and explained. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.

(e) To what extent is the existence of sub-culture evidence o

Candidates should show an awareness of sub-cultures and th
common, like success, with the dominant culture. Candidates
sub-cultures but this is not strictly necessary.

Possible answers

For:

- Lack of assimilation
- Criminal sub-cultures
- Religious radicalisation
- Gang culture
- Rebellion/resistance
- Anti-authority
- Holding on to one's identity
- Other reasonable responses.

Against:

- Teenage Sub-cultures linked to consumerism
- Shared values like need to succeed (Cohen), respect and status
- Membership of a sub-culture may only be a phase for the individual
- Other reasonable responses.

Band 0
No creditworthy response.

Band 1 (1–4)
Answers in this band may be vague and largely based on common sense showing limited knowledge of why sub-cultures exist. Responses may be short, undeveloped and one-sided, e.g. *'sub-cultures show that some people are not prepared to follow the same rules as everyone else.'* At the bottom of the band, use of sociological terms or concepts is very unlikely. At the top of the band, candidates may understand the meaning of sub-cultures or give examples but have no understanding of how sub-cultures link to non-conformity.

Band 2 (5–8)
In this band candidates will show some basic knowledge of why sub-cultures exist. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may begin to describe some of the reasons why sub-cultures may be linked with non-conformity, e.g. *'sub-cultures are where people have a different set of norms and values to everyone else and don't want to fit in with everyone else because they are being rebellious.'*

A one-sided answer cannot score higher than 8 marks.

Band 3 (9–12)
Answers in this band will show good sociological knowledge between sub-cultures and non-conformity. Sociological terms greater accuracy and/or frequency. For the most part, answer focused on the question and there will be a range of points pr sided response but this may be unbalanced. At the bottom of provide a narrower range of points. At the top of the band, ex clear focus on the question.

Band 4 (13–15)
Answers in this band will show excellent knowledge and understanding of the links between sub-cultures and non-conformity. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided **and** balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion, e.g. 's*ub-cultures are evidence of non-conformity to some extent because people hold some different set of norms and values but they may also share commonly held values like success'.*

Section C: Social inequality

Feminist sociologists maintain that despite equal opportunity law discrimination in society. There are too few women in top jobs be which they are unable to break through. Some have suggested th army of labour.

3 (a) What is meant by the term 'glass ceiling'?

An invisible barrier that prevents women from rising to the top qualifications or achievements. Can also be applied to other minorities.

One mark for partial definition, e.g. *a barrier that holds people back.*
Two marks for clear definition, e.g. *an invisible and unbreakable barrier that prevents people from reaching the top jobs.*

(b) Describe <u>two</u> ways women may face discrimination in employment. [4]

Candidates will be expected to identify and describe two from the following:

- Unequal pay
- Lack of opportunity/training
- Passed over for promotion
- Not shortlisted
- Lack of child care facilities
- Being held back due to career break
- May not be appointed because of cost of maternity leave to employer
- More likely to be made redundant
- More likely to have part-time work without the same rights/benefits as full-time workers
- Any other reasonable response

One mark for each point correctly identified (up to maximum of two).
One mark for each point that is developed (up to a maximum of two).

(c) Explain how the reserve army of labour may benefit modern industrial society. [6]

Candidates need to demonstrate an understanding of the concept of a reserve army of labour, i.e. surplus population of 'working age' who are either unemployed or under-employed. Candidates are likely to focus on women to answer this question but other groups like illegal immigrants working for below minimum wage, child labour or worldwide army of workers on less than $2 a day would also be valid.

Possible answers:

- By keeping wages low
- By keeping profits high
- Helps to maintain flexible workforce (keeps cost of goods and services low)
- Benefits western society who exploit the cheap labour of other parts of the world
- Benefits men in society (feminist arguments)
- Women return to home or part time work when not needed at no cost to society
- Children paid less, support their families but suppress wage levels
- Any other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of th
labour. Responses may be short and un/under developed. At
be a tendency towards simplistic answers, engaging with soci
sociological language. Alternatively, candidates may offer a w
Answers may be placed broadly within the concept of inequal

Band 2 (4–6)
A clear and accurate explanation showing good sociological knowledge and understanding of the concept of the reserve army of labour which is supported by relevant examples. Sociological terms should be expected. At the top of the band candidates will use sociological terms and concepts, referring to a range of factors. Candidates will address how society benefits from this resource.

(d) Explain why equal opportunity laws may not achieve equality in society. [8]

Candidates should show awareness that legislation may be limited in its impact.

Possible answers:

- Cases of inequality are difficult to prove
- People may not be shortlisted for jobs
- Equal pay for equal work or similar work difficult to achieve as roles can be easily modified
- People may fear to bring case to law, e.g. they may worry that they may lose their job if they challenge their employer on equality legislation
- Legislation may prevent discrimination but prejudice may prevail, e.g. a young person may not be shortlisted for a job because of the perception that all young people lack motivation or skills
- Lack of enforcement/ nominal fines
- Prejudice linked to traditional values which make it the norm to disregard the law.
- Power of the elite
- Global companies may outsource work to where the legislation doesn't apply, so workers lose their jobs rather than benefit
- Other reasonable responses.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of why legislation may not be effective. There may be some discussion of equality legislation but may not be directed to the question. Responses may be short and undeveloped. Sociological terms and concepts are unlikely to be used. At the bottom of the band, expect one weak point. At the top of the band, candidates may offer more than one weak point.

Band 2 (4–6)
Answers in this band will show basic sociological knowledge
may be underdeveloped and lacking in range. At the bottom o
unlikely to use sociological terms and concepts accurately. A
equality legislation; this may include descriptions of equal pay
etc., without any attempt to explain why they are not effective
*has introduced legislation to prevent people from being force
so that the elderly are treated equally.'* At the top of the band,
to use sociological terms and concepts with greater accuracy.
answer may only be partially developed.

Band 3 (7–8)
Answers in this band will show good sociological knowledge and understanding of why legislation may not be effective and will be well developed and explained. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.

(e) To what extent is there a lack of opportunity for women in modern industrial society?
[15]

Candidates should show an awareness that opportunities for women are better in some roles/jobs/sectors of the economy but that in other areas, e.g. politics, boardrooms, etc. opportunities still remain limited.

Possible answers

For

- Men dominate in top global companies
- Relatively few women in top political posts
- Women seen as main carer, therefore caring responsibilities hold them back because of, e.g. lack facilities for of childcare and care of the elderly
- Women concentrated in service sector/low paid jobs/feminisation of the working class
- Influence of custom and tradition
- Limited educational opportunities in some societies
- Feminist theories
- Glass ceiling/sexual discrimination/reserve army of labour
- Lack of equality in legislation
- Religious laws
- Other reasonable responses.

Against

- Women have increasing opportunity (e.g. statistics show more women in employment compared to previous years)
- More female top business / politicians than in past
- Have access to educational opportunities and are successful in achieving higher qualifications in some societies
- Increased availability of contraception
- Declining patriarchy in some societies
- More lifestyle choices
- Technological advances mean much of the work is now done by machines
- Other reasonable responses.

Allow examples from a diverse range of societies.

Band 0
No creditworthy response.

Band 1 (1–4)
Answers in this band may be vague and largely based on co
knowledge of the lack of opportunities for women. Responses
and one-sided, e.g. '*women don't have the opportunity to get
employers are biased towards men'.* At the bottom of the ban
concepts is very unlikely. At the top of the band, candidates may understand what is meant by a 'lack of opportunity' without giving specific examples relating to the position of women and/or modern industrial society.

Band 2 (5–8)
In this band candidates will show some basic knowledge of the lack of opportunities for women in modern industrial society. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may begin to describe ways in which women experience lack of opportunity.

A one-sided answer cannot score higher than 8 marks.

Band 3 (9–12)
Answers in this band will show good sociological knowledge and understanding of whether there is a lack of opportunities for women in modern industrial society. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question.

Band 4 (13–15)
Answers in this band will show excellent knowledge and understanding of whether there is a lack of opportunities for women in modern industrial society. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided **and** balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion. For example: *'There is a lack of opportunity for women to some extent, women may have more opportunity in certain sectors of the economy or in public service, they may have greater opportunities in education than in the past and girls may even outperform boys in many examinations but men still dominate in a large number of top roles such as in the Anglican Church where female bishops are still not accepted in some countries.'*

Compulsory question 1 **[45]**

Optional questions 2 or 3 **[35]**