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SOCIOLOGY **0495/12**

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MARK SCHEME

Maximum Mark: 80

Published

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Section A: Theory and methods

1 Source A

Rosenthal and Jacobson 'Pygmalion in the Classroom' (1968)

Rosenthal and Jacobson designed an experiment to test the hypothesis that teachers' expectations of their pupils' ability creates a self-fulfilling prophecy.

They selected a random sample of 20% of primary school pupils in California. The researchers then gave these pupils an IQ test. Their teachers were given false test results, where pupils with high scores were selected at random. These were not necessarily the pupils with the highest IQ scores.

The pupils were then given a second IQ test eight months later. Those pupils with a high score in the false test had made the greatest gains in IQ.

The results of the experiment appeared to support Rosenthal and Jacobson's hypothesis that the way teachers interact with pupils with higher IQ scores encouraged those pupils to do better in school.

(a) Identify <u>two</u> reasons why researchers might use a random sample. [2]

Note: There is no requirement for candidates to use the source to answer this question.

<u>Possible answers include:</u>

- To avoid researcher bias
- More objective
- More representative
- Simpler to carry out and construct and therefore may be less expensive
- Equal chance of being selected
- Any other reasonable response.

Note: Do not allow easier or cost and time without qualification.
One mark for each correct reason identified (up to a maximum of two).

(b) Identify <u>two</u> methods that might be used to research classroom behaviour. [2]

<u>Any two from:</u>

- Observation – any form, two different types do qualify
- Interviews – any form, two different types do qualify
- Questionnaires/social surveys
- Case studies
- Field study
- Longitudinal study
- Any other reasonable response.

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

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(c) Using information from Source A, describe <u>two</u> ways in which field experiments might be unethical. [4]

Candidates need to recognise that ethical guidelines suggest that researchers should cause no harm to participants either physically or mentally and that participants should not be deceived. In this case the teachers were deceived and the experiment could be seen as detrimental to the education of those not identified with high IQ.

<u>Possible answers might include:</u>

- Not getting consent
- Not being informed
- Deception/lied to
- Lack of dignity (for students with low IQ)
- Detriment i.e. lower achievement
- Any other reasonable answer

Band 0

No creditworthy response.

Band 1 (1–2)

Answers at the bottom of the band will offer one reason without reference to 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 reference to Source A*. e.g. It's not fair to lie to people.*

Band 2 (3–4)

To reach this band candidates <u>must</u> make reference to Source A. At the bottom of the band the use of source A will be implicit, whereas at the top of the band reference to source A would be explicit, i.e. at least one reference should be explicitly from the source to get 4 marks. e.g. *Source A says 'Their teachers were given false test results' this is unethical because the participants were deceived it is also unethical because the research may have disadvantaged some pupils by changing the way the teachers taught them.*

(d) Describe <u>two</u> reasons for using a hypothesis in sociological research. [4]

Candidates will be expected to describe any of the following:

- Helps guide the research e.g. selecting relevant secondary data to find out what is already known.
- Helps direct the nature of the research method e.g. select sample/method
- Ensure that time, money and resources are not wasted
- Suits positivist aims – falsification establishment of social 'facts'
- Any other reasonable response.

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

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(e) Describe <u>two</u> strengths and <u>two</u> limitations of using the structuralist approach in sociological research. [8]

Structuralist approaches are the macro sociological approaches. Candidates can answer the question with reference to just one or a number of these approaches.

<u>Strengths:</u>

- Usually large samples therefore often more representative
- Research using structuralist approaches is usually carried out by experienced researchers, because of the scale, therefore it is more reliable
- Research is conducted using methods in the positivist tradition so is more reliable
- Allows for the identification of social patterns and trends
- Allows for the identification of correlations between trends
- Allows for the understanding of social structures and how society is organised identify trends
- Any other reasonable response.

<u>Limitations:</u>

- Structuralist approach may lack validity
- Social reality is subjective
- Human behaviour has to be measured in terms of the self-concept or individual perceptions
- Social reality doesn't exist as a separate entity so separate correlations won't exist
- Social structures are fluid and therefore can't be used to understand human behaviour
- Large scale research may fail to understand the nature of social interaction
- Structuralist approaches like Functionalism are teleological i.e. they treat effects as causes
- Cost of large sample
- 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).

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(f) Explain why research using one method may not be accurate. [10]

Candidates will be expected to show an awareness that all research methods have their limitations and that it is generally accepted that research should be constructed in such a way as to avoid the pitfalls of anyone single method. Expect candidates to talk about triangulation.

Possible answers include:

- Observation – Hawthorne effect
- Surveys – bias, non-return, unrepresentative
- Interviews – bias, leading questions, interviewer effect etc.
- Secondary data – political bias, made for other purposes, out of date
- Positivist v interpretivist, validity v reliability
- Use of triangulation to make research valid
- Any other reasonable response.

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. At the bottom of the band candidates may make only one brief over simplistic point *e.g. Because the research won't find everything they need to know.* At the top of the band candidates may begin to use some appropriate knowledge or terminology. Candidates may only give one reason, e.g. *Researchers don't use just one method because their results might be biased.*

Band 2 (4–7)

At the bottom of the band, candidates demonstrate basic understanding of the issue and begin to use some appropriate knowledge and terminology. Supporting explanation may be weak or over simplistic. e.g. *If sociologist only use one method they may not get good results if they just use questionnaires their data may not be valid because people can lie.* 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. *If sociologist use just a single method their answers may not be valid for example, if they do observation their results may be affected by the observer effect.*

Band 3 (8–10)

The candidates' answer is fully focused on the question. *e.g. If sociologist use only a single method of research their findings may be inaccurate because they have not sought to triangulate their research. By triangulating researchers can overcome criticism from their peers that their work lacks validity so they may use both quantitative and qualitative methods.* There is evidence of good use of sociological terms and candidates **may** make clear reference to positivist and/or interpretivist methodology and understand the link between this and the methods used. At the bottom of the band the range of reasons may be narrow. At the top of the band, candidates should offer a range of reasons as well as demonstrate accurate use of sociological concepts.

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(g) To what extent does bias impact on the validity of field experiments? [15]

For arguments:

- Preconceived values may lead to the researcher only recording what they see that confirms their hypothesis
- The way the research is designed makes the experiment a social construct which may mean the research is not valid
- Social interaction between the research and participant may cause bias
- Personal values may affect the formation of the research hypothesis
- Participants own values may cause them to mislead the researcher
- Rosenthal & Jacobson Source A
- Any other reasonable response.

Arguments against:

- All social research is social construction and intrinsically biased
- There is bias even in the researchers choice of research topic and method
- Funding – trying to please sponsors
- Other factors may be more important, like resources, access to group may have more impact that bias
- 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 the issue of researcher bias and may not clearly understand the difference between field and laboratory experiments. At the bottom of the band there is likely to be only one over simplistic point .e.g. *the results won't be the truth*. At the top of the band there may be some basic understand but this will be very underdeveloped e.g*. The research may change the way people behave because he shows bias towards some of them.*

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 bias and objectivity. At the bottom of the band the description is likely to be limited simple juxtaposition of points. i.e. stating a point for and against the argument from a generic rote learnt lists. At the top of the band, candidates may offer a description of more than one method or issue.

Note: A one sided answer cannot score higher than 8 marks.

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Band 3 (9–12)

Answers in this band will show good use of sociological language and will make some attempt at addressing the issue of the researchers influence on the experiment but this may be weak or focus only on either agreement or disagreement with the question. At the bottom of the band, candidates may provide a good range of points but there might be a lack of focus on the issue. At the top of the band, candidates are likely to show either strong agreement or disagreement with clear focus on the question but are unlikely to discuss both sides.

Band 4 (13–15)

Answers in this band will be clearly focused on the question and address the 'extent' of the impact of research bias on field experiments. Candidates will offer a range of arguments both for and against the question but this need not be balanced. At the bottom of the band some attempt at a conclusion will be made. They show excellent grasp of sociological terms and knowledge. At the top of the band there will also be an evaluative conclusion e.g. *Interpretivists would argue that all such experiments are social constructions and by their very nature are a reflection of the researcher's own values and therefore biased.*

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Section B: Culture, identity and socialisation

2 In 1981 Anne Oakley conducted a study into socialisation in the family. She found children were being taught how to be males and females. Parents used both manipulation and canalisation to help children learn their gender identity.

(a) What is meant by the term 'canalisation'? [2]

Canalisation is where parents give their children gender specific goods that are considered normal for their gender or channelling children towards activities that are considered appropriate for them e.g. because of their gender.

Note: Take care that candidates do not confuse this with manipulation.

One mark for partial definition e.g. *Giving girls dolls*
Two marks for clear definition e.g. *Where you would give dolls and kitchen toys to girls but not to boys because the girls are the ones expected to be mothers and look after the home.*

(b) Describe two examples of manipulation. [4]

Manipulation is where parents encourage their children to behave in a way that is seen to be appropriate for their gender.

Note: There is potentially a huge range of answers to this question.
Candidates who only offer a description can still gain description marks without making an ID.

Candidates will be expected to identify and describe two examples, possible responses include:

- Gender appropriate clothing bought (or not bought) by parents e.g. buying clothing which is suitably modest for girls
- Parents choosing what they see as gender appropriate subject choices for their children to study at school
- Parents encouraging children to take part in male or female activities
- Boys being encouraged to engage in rough or more physical activities by their parents
- Girls been encouraged to help their mothers 'behave in 'a lady like manner'
- Girls 'pushed' by parents into taking dance lessons
- Boys 'pushed' by parents into playing rugby or football
- Any other reasonable response.

One mark for each example identified (up to maximum of two).
One mark for each description (up to a maximum of two).

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(c) Explain how agencies of socialisation, apart from the family, help to develop gender identity. [6]

Candidates may be expected to show an awareness that gender identity is also reinforced by the media, religion, peer, work place and in education.

Possible answers:

- Media – programmes and advertising reinforce traditional male/female identities e.g. males portrayed as heroes/ lead characters while females are in a supporting role
- Religion – suggest clearly defined identities e.g. separate rituals for men and women
- Education – reinforces gender identities e.g. gender identity reinforced in text books
- Peer group – individuals who fail to conform to traditional gender roles may be excluded from the group or bullied
- Work place-gender identity may be enforced by peer groups within the work place as above or by factors like patriarchy within the work place i.e. 'the boss' most frequently being male
- 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 role of other agencies of socialisation in developing gender identity. 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 socialisation in general.

Band 2 (4–6)

A clear and accurate explanation showing good sociological knowledge and understanding of the concept of gender identity and the role of agencies of socialisation in its development 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 need not talk about all agencies of socialisation but should be expected to show awareness that there is multi-agency reinforcement.

Note: Maximum of 4 marks if only one agency done very well. Candidates can gain full marks if they have done 2 agencies very well.

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(d) Explain why the family is viewed by many sociologists as the most important agency of socialisation. [8]

Candidates should show an awareness that as the family is responsible for primary socialisation it is viewed as vital to effective socialisation. Candidates may discuss what happens when primary socialisation within the family is negative or against mainstream values. They may also discuss what happens if socialisation does not take place.

Note: Candidates must address why the family is important, not just describe its role to achieve the higher band.

Possible answers

- Teaches norms and values of society
- Family serves 4 essential functions
- Teaches key skills to live in society
- Establishes identity and ideas of 'self'
- Provides appropriate role models for gender identity
- People without primary socialisation may be feral
- May be dysfunctional
- May socialise children into a counter –culture
- May provide a political socialisation
- May socialise into a criminal counter culture
- Any other reasonable response.

Band 0

No creditworthy response.

Band 1 (1–3)

Answers in this band will show only a limited awareness of why the family is so important. There may be some discussion of what happens when primary socialisation doesn't happen or may focus solely on feral children 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 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. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Responses may be underdeveloped and lacking in range. Answers may focus on describing primary socialisation; this may include description of some aspects of parenting, without any attempt to explain why primary socialisation is seen as so significant. *E.g. parents will teacher their children good manners and how to eat at the table.* 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.

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Band 3 (7–8)

Answers in this band will show good sociological knowledge and understanding of why the family is seen as the most important agency of socialisation 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. There may also be recognition that not all family socialisation is positive. At the top of the band explanations will be clear throughout.

(e) To what extent is a person's status ascribed at birth? [15]

Candidates will need to show an awareness that some characteristics like sex are generally ascribed but other parts of a person's identity will be subject to change and relative to the society the individual belongs to and the range of opportunities available. Candidates might usefully make comparisons between societies which are relatively open and those which are closed.

Possible arguments for:

- Can't change ethnicity
- Can't usually change sex
- Can't usually change birth status e.g. royalty, nobility, caste, peasant, commoner etc.
- Lack of opportunity for social mobility
- Other reasonable response

Possible arguments against

- You can achieve a different status through, hard work, luck, marriage
- Kings can abdicate or be deposed
- Violent uprising can overturn closed systems
- People can change their status in a meritocracy
- Individuals can change gender through sex change operations
- Any other reasonable response.

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 ascribed status. Responses may be short, undeveloped and one-sided. E.g. *If you are born poor it is very hard for you to become rich*. At the bottom of the band, use of sociological terms or concepts is very unlikely. At the top of the band, candidates may understand what ascribed status means.

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Band 2 (5–8)

In this band candidates will show some basic knowledge of the nature of ascribed status. 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 describe examples of ascribed status linked to closed systems like caste or apartheid.

Note: 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 ascribed status. 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. e.g. *You can change your status in an open society by hard work and move away from your birth status*.

Band 4 (13–15)

Answers in this band will show an excellent knowledge and understanding of the extent to which ascribed status can change. 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. *it may be difficult to 'escape' the impact of some characteristics such as gender and ethnicity even in the most open societies these ascribed characteristic may still impact on an individual's status*.

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Section C: Social inequality

3 The concept of the underclass is used in everyday speech to describe people living at the margins of society, who rely on state benefit to make ends meet. However, the concept has been rejected by many sociologists such as Charles Murray. They have focused on the cultural deviancies of the so-called underclass, blaming them for their situation.

(a) What is meant by the term 'underclass'? [2]

Underclass a group considered to be outside the mainstream of society, the most disadvantaged, below the working class.

One mark for partial definition e.g. *The lowest class.*
Two marks for clear definition e.g. *The groups identified as outside the mainstream of society and below the working class*.

Note: It is possible for candidates to gain 1 mark by quoting directly from the stem e.g.

- 'People living in the margins of society'
- 'People relying on state benefits to make ends meet'
- Or both of the above quoted directly from the stem. 1 mark

For the second mark candidates would need to demonstrate some of their own knowledge in addition to this e.g. *below the working class.*

(b) Describe <u>two</u> forms of social stratification, apart from social class. [4]

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

- Age
- Slavery
- caste
- Gender
- Ethnicity
- apartheid
- Other reasonable response.

One mark for each example identified (up to maximum of two).
One mark for each description (up to a maximum of two).

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(c) Explain how social class might affect a person's life chances. [6]

Candidates will be expected to demonstrate an understanding that a person's life chances will be affected by a number of factors. These can either be positive or negative either approach is acceptable.

Possible answers:

- Cultural deprivation
- Economic and material deprivation
- Cultural capital
- Economic advantage
- Access to 'old boys' network
- Unequal access to health care
- Differences in health linked to differences in nutrition
- Inequality in housing
- Opportunities for employment /chances of unemployment
- Access to best education; private or state
- 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 concept of life chances and the link to social class. 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 social class in general.

Band 2 (4–6)

A clear and accurate explanation showing good sociological knowledge and understanding of life chances 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 impact of social class on life chances.

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(d) Explain why it is believed the underclasses are to blame for their own situation. **[8]**

Candidates will be expected to understand the notion of the 'idle poor' unwilling to help themselves rather than seeing them as victims. Candidates should be expected to talk about the ideological perspective of the new right in the upper bands but reference to the new right is not essential.

Possible answers:

- Fatalistic culture
- Lack of social integration
- Welfare as a life style choice
- Welfare dependency
- 'nanny' state/over generous benefits
- Anti-work values
- Lack of intelligence/education
- Criminality, illegitimacy and drug dependency
- Inadequate socialisation passing from generation to generation e.g. lack of working role model within the family
- Other reasonable responses.

Band 0

No creditworthy response.

Band 1 (1–3)

Answers in this band will show only a limited awareness of the new rights arguments about the underclass. 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 e.g. *members of the underclass are seen as lazy and not doing anything to help themselves*. 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 the underclass have been blamed for their own situation. 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.

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(e) To what extent is wealth the main cause of inequality? [15]

Candidates need to show an awareness that whilst social class may still be a significant factor in determining a person's social status other factors like age, gender and ethnicity still impact on status. Candidates can also usefully discuss how social class is measured.

Possible arguments for

- Poor have low status/rich have high status
- Rich can buy anything-improving their status by having all the materials possessions associated with wealth
- Wealth gives access to better education which tends to afford greater status
- Wealth gives access to power and the social elite
- Royalty top of social class have highest status
- Any other reasonable response

Possible arguments against

- Level of Education may be more important
- Market situation may be more important
- Talent linked to celebrate culture may be more important
- Nobility can be poor but title still gives status
- Gender , age, disability or ethnicity are more important than wealth as these may create a master status which wealth cannot overcome
- Equality of access to resources may be important i.e. the meritocracy thesis
- 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 the debate. Responses may be short, undeveloped and one-sided. e.g. *people who are rich always get the best things.* At the bottom of the band, use of sociological terms or concepts is very unlikely. At the top of the band, candidates may understand that status often results from social position *e.g. ethnic groups often face inequality because of discrimination.*

Band 2 (5–8)

In this band candidates will show some basic knowledge of the links between wealth and inequality. 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 describe social status e.g. *inequality is where some people have better life chances than others. People with more money have better life chances.*

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

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Band 3 (9–12)

Answers in this band will show good sociological knowledge and understanding of the social factors which lead to inequality. 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 an excellent knowledge and understanding of the nature of inequality. 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. *A person's wealth may be a determining factor in the extent to which they suffer inequality but other factors like discrimination based on gender, age or ethnicity may be more important than wealth.*

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