Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

SOCIOLOGY **0495/13**

Paper 1 **May/June 2019**

MARK SCHEME

Maximum Mark: 80

Published

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 International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

© UCLES 2019

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

10 the specific content of the mark scheme or the generic level descriptors for the question
11 the specific skills defined in the mark scheme or in the generic level descriptors for the question
12 the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

5 marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
6 marks are awarded when candidates clearly demonstrate what they know and can do
7 marks are not deducted for errors
8 marks are not deducted for omissions
9 answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

© UCLES 2019

Question	Answer	Marks
1(a)	**From Source A identify two ways sociologists get their funding.** Acceptable responses: • governments • charities **One** mark for each way correctly identified (up to a maximum of **two**).	**2**
1(b)	**Identify two examples of sampling frames used by sociologists.** **Possible answers:** • electoral roll; • telephone directory; • school register; • followers of a social network group; • list of members of a club or society; • any other reasonable response. **One** mark for each example correctly identified (up to maximum of **two**).	**2**

Question	Answer	Marks
1(c)	**Using information from Source A, describe two reasons why researchers like to use pilot studies.** **Possible answers:** • using a pilot study enables researchers **to identify potential problems with the method** – e.g. whether it gives appropriate data; • using a pilot study enables researchers **to identify potential problems with the research question** e.g. whether it's well focused; • using a pilot study enables researchers **to identify potential problems with the sampling** procedure and make sure the sample is appropriate – issues of access and representativeness can be overcome; • using a pilot study enables researchers **to prepare for a large scale study** - these are expensive so a small-scale pilot study is essential to iron out any initial problems with methods or research devices before undertaking the full research; • a successful pilot study is useful in securing funding as the study is deemed viable; • a pilot study helps to identify ethical and practical issues which might occur; • a pilot study can be helpful in determining what resources (finance, staff) are needed for a planned study; • a pilot study can ensure the research question is appropriate and likely to find the information required; • a pilot study is useful in order to make sure the theoretical perspective of the researcher won't impact upon the respondents; • any other reasonable response. **One** mark for each point correctly identified from the source (up to a maximum of **two**). **One** mark for each point that is developed (up to a maximum of **two**).	**4**

Question	Answer	Marks
1(d)	**Describe <u>two</u> strengths of using semi-structured interviews in sociological research.** **Possible answers:** • semi-structured interviews are more reliable than unstructured interviews as there is some structure to allow comparability of results; • semi-structured interviews are higher in validity than structured interviews because they allow the researcher to ask supplementary questions and probe for more detail; • the wording of questions in a semi-structured interview can be changed to suit the participant thus enhancing validity; • semi-structured interviews are more relaxed than structured interviews which helps build rapport and trust allowing the respondent to open up, encouraging valid answers; • this form of interview allows flexibility according to participant's social identity so some questions may be missed or re-phrased to suit the situation; • semi-structured interviews can gather qualitative data enabling a deeper insight into the respondents thoughts; • unlike unstructured interviews semi-structured interviews can gather some quantitative data that are easier to express in charts and graphs; • any other reasonable response. **One** mark for each strength correctly identified (up to a maximum of **two**). **One** mark for each strength that is developed (up to a maximum of **two**).	**4**

Question	Answer	Marks
1(e)	**Describe <u>two</u> strengths and <u>two</u> limitations of using snowball sampling in sociological research. Possible answers:** Strengths • allows the researcher to reach populations that are difficult to sample e.g. gang members or criminals; • as the researcher is introduced to the respondents via a contact the sample may be more likely to give valid information as the sample is gained on the basis of trust; • the process is cheap and cost-efficient as your respondents find your sample for you; • may be less complicated as a sampling frame is not required; • the technique may require less planning – the sample gets bigger according to the actions of respondents rather than the actions of the researcher; • it is particularly useful when sampling criminal or vulnerable populations because there may be no sampling frame available; • snowball sampling may help you discover characteristics about a population that you were not aware existed; • any other reasonable response. Limitations • the researcher has little control over the sample and so the sample is unreliable and/or small; • the participants that the researcher can obtain rely mainly on the previous participants that were researched – which may be biased or they may fail to get a sample; • lacks the variety required for a representative sample e.g. only women/young people may be recruited and this may not represent the group under study; • it is possible that the sample that the researcher will obtain is only a small subgroup of the entire population - problems of generalizability due to the likelihood of a small and/or unrepresentative sample; • sampling bias is likely when using this sampling technique – the power and control is with respondents who may only ask their friends etc. • it can be time-consuming as the researcher has to wait for respondents to find others to take part; • any other reasonable response.	**8**

Question	Answer	Marks
1(e)	**One** mark for each strength correctly identified (up to a maximum of **two**). **One** mark for each strength that is developed (up to a maximum of **two**). **One** mark for each limitation correctly identified (up to a maximum of **two**). **One** mark for each limitation that is developed (up to a maximum of **two**).	

Question	Answer	Marks
1(f)	**Explain why sociologists should follow ethical guidelines when carrying out research.** **Possible responses:** • research involving human subjects must follow certain ethical standards to make sure the subjects are not harmed e.g. when studying gangs; • sociologists should protect the privacy and confidentiality of their subjects – this will improve the validity of the data as it will encourage participants to be more honest; • in field research, anonymity must be maintained, and aliases should normally be used when the researcher reports what they have been observing; this is particularly important when studying sensitive or illegal activities; • subjects must have the right to refuse to take part in a research project without any penalties whatsoever; otherwise, they may feel pressured to participate in the project without really wanting to do so; • informed consent is important so that participants are fully aware of what they are agreeing to take part in; • if researchers want to study minors (under age 18), they must obtain a signature from a parent or legal guardian – will ensure informed consent; • unethical research is likely to bring the field of sociology into disrepute – researchers could be criticised by their peers for a lack of ethics; • unethical research is less likely to receive funding as research bodies will not want to be linked with it; • any other reasonable response.	**10**

Question	Answer	Marks
1(f)	**Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of the question. A tendency to description is likely. Responses may be short and undeveloped and points stated without explanation. Sociological terms and concepts are unlikely to be used. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point. **Band 2 [4–7 marks]** 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. Higher in 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/explained. **Band 3 [8–10 marks]** Answers in this band will show good sociological knowledge and understanding and will be well-developed and explained. Sociological terms and concepts will be used accurately overall. Answers will be well-focused on the question and there will be a range of points presented. At the top of the band explanations will be clear throughout.	

Question	Answer	Marks
1(g)	**To what extent are positivist methods the most effective way of carrying out sociological research?** Arguments for; • positivist approaches focus on macro issues so often use social surveys as these will give a bigger picture of big social issues; • positivists are interested in 'social facts' and therefore often use official statistics which are large scale, cheap and easy to access; • positivists methods are high in reliability, such as questionnaires, and therefore they can be repeated to check for consistency of results; • positivists prefer standardised measurements so that comparisons can be made and thus they favour methods like surveys or structured interviews; • positivists like to identify trends so choose methods that yield quantitative data that will allow them to analyse the data in order to identify any patterns; • positivists like to explain cause and effect relationships so they choose methods such as experiments where variables may be controlled to ensure reliability of results; • positivists model their approach on scientific methodology and so use methods that are objective and not as open to researcher bias; • any other reasonable response. Arguments against: • some positivist methods may cause ethical issues such as experiments (e.g. deception in a covert observation) and this will need to be taken into account in the research design; • many sociologists will use a triangulation of methods to overcome the perceived weaknesses of positivist methods thus illustrating that a solely positivist approach may be inadequate; • some methods are expensive so are difficult to fund such as experiments or large scale social surveys and this means that a positivist approach is not always possible even if desired; • methods that are high in reliability may lack validity and interpretivists would argue that it is more important to have an accurate picture of what is being studied; • interpretivists argue that qualitative data is more valuable than quantitative data because it gives access to the feelings, perceptions, thoughts and meanings behind social action and interaction – without understanding this the numbers are blind;	**15**

Question	Answer	Marks
1(g)	• interpretivists argue small scale research, that enables verstehen, are better than structured questionnaires because they give a holistic understanding of the research subjects and their lives; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–4 marks]** Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided. Lower in the band (1–2 marks), expect one or two weak points. Higher in the band (3–4 marks) candidates may offer more than two points and provide a weak definition of key terms in the question. **Band 2 [5–8 marks]** In this band candidates will show some basic knowledge of the debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to assess the issues raised by the question. There may be limited/some use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided or only cover one side of the debate. Lower in the band, the response may be rather narrow in the points covered and there may be some development. Higher in the band, more points are likely to be covered with some development. Alternatively, a list-like answer with some development covering both sides of the argument may score up to 8 marks. A one-sided answer cannot score higher than 8 marks. **Band 3 [9–12 marks]** Answers in this band will show good sociological knowledge and understanding of the debate. 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 questions and there will be a range of points presented. There will be a two-sided response but it may lack range on one side. At the bottom of the band, candidates may provide a narrower range of developed points. At the top of the band, expect a wider range of developed points and clear focus on the question. **Band 4 [13–15 marks]** Answers in this band will show excellent knowledge and understanding of the debate. There will be a strong grasp of the arguments 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 have a range of points on each side. At the bottom of the band (13 marks), the answer may lack a specific conclusion. Higher in 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.	

Question	Answer	Marks
2(a)	**What is meant by the term 'gender'?** Gender = the roles and expectations associated with being male or female. **One** mark for partial definition *e.g. feminine/masculine* **Two** marks for clear definition e.g. *gender is the norms of behaviour constructed by society to fit with the expectations of one's sex.*	**2**
2(b)	**Describe <u>two</u> stereotypes of elderly people.** **Possible answers:** Two from: • the elderly are wise and are often consulted by family members because of their experience; • the elderly are seen as important in, or head of family structures (in certain cultures) and thus have high status; • the elderly are frail or helpless e.g. depicted as vulnerable victims in the media; • the elderly are grumpy/miserable e.g. always complaining about their health or youth or prices; • the elderly are confused/lack the ability to think clearly e.g. stereotypes linking old people with dementia; • the elderly are retired/reclusive e.g. withdrawing from the workplace and becoming socially isolated; • the elderly live in the past and are set in their ways e.g. reminiscing about times past and being unable to move with the age; • the elderly are despondent or fatalistic e.g. taking the view that they have seen it all before; • the elderly as perfect grandparents e.g. in adverts; • any other reasonable response. **One** mark for each stereotype identified (up to maximum of **two**). **One** mark for each description (up to a maximum of **two**).	**4**

Question	Answer	Marks
2(c)	**Explain how agencies of secondary socialisation control individuals.** **Possible answers:** • school maintains social control via the hidden curriculum i.e. through socialisation reinforced via rewards, sanctions and expectations (code of conduct); • the workplace maintains social control through rewards (pay, promotion and bonuses), formal sanctions (dismissal or demotion) and setting expectations of behaviour; • media are the modern day 'opium of the masses', and part of the ideological state apparatus - they encourage consumer fetishism and distract the working class from the inequalities endemic to capitalism; • the media can control us by 'brainwashing' us e.g. in terms of gender representations and consumerism; • responses to social media posts act as sanctions e.g. 'un-friending', trolling, thumbs down etc.; • peer groups exert peer pressure on individuals to make them conform e.g. they may ostracise those who don't conform; • religion exerts social control via the teaching of scripture and the chastising those who don't follow God's word, with the ultimate sanctions of heaven and hell; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of the question. Responses may be short and un/underdeveloped. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point, but there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. **Band 2 [4–6 marks]** Answers in this band will have clear and accurate explanation, showing good sociological knowledge and understanding. Sociological terms and concepts should be expected and explained. At the bottom of the band, the range of points covered may be narrow or lack detail. Higher in the band, answers will cover more than one point in a well-developed way or cover several points in less detail.	**6**

© UCLES 2019

Question	Answer	Marks
2(d)	**Explain why conflict may occur in multicultural societies.** **Possible answers:** • a multicultural society will typically be very diverse and the norms/values for one culture may seem strange or threatening to another resulting in disagreements; • inequality in educational outcomes is influenced by ethnic origin and these differences can lead to tensions between the affected communities; • minority cultures may feel marginalised by the formal curriculum – the ethnocentric curriculum – leading to conflict in schools; • the religious practices of some faiths may be different to other co-existing cultures and tensions may arise; • language barriers faced by some ethnic minority groups can lead to frustration and an inability to assimilate, resulting in effective segregation and mutual mistrust between communities; • different religions value different things and so value consensus is difficult to achieve e.g. Buddhists value non-violence whereas some other religions have a warrior history; • in a multicultural society it is hard to find consensus around such things as attitudes to food, music, dress etc. and this can cause conflict e.g. the wearing of hijab in France has now been banned; • different cultures have different attitudes towards gender roles and gender socialisation and this can cause tensions e.g. Bangladeshi women in the UK may not work or speak much English and this draws criticism from other groups; • members of minority communities may remain separate from the rest of society and not integrate, leading to a 'them and us' mentality; • institutional racism exists in many societies and this causes conflict between ethnic groups as it leads to inequalities and social division; • a shortage of resources, such as housing, or opportunities, such as employment, may contribute to a culture of blame leading to conflict e.g. the attack upon immigrants who are blamed for 'taking jobs'; • any other reasonable response.	**8**

Question	Answer	Marks
2(d)	**Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of the question. A tendency to description is likely. Responses may be short and undeveloped and points stated without explanation. Sociological terms and concepts are unlikely to be used. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point. **Band 2 [4–6 marks]** 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. Higher in 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/explained. **Band 3 [7–8 marks]** Answers in this band will show good sociological knowledge and understanding and will be well-developed and explained. Sociological terms and concepts will be used accurately overall. Answers will be well-focused on the question and there will be a range of points presented. At the top of the band explanations will be clear throughout.	

© UCLES 2019

Question	Answer	Marks
2(e)	**To what extent are masculine roles changing in modern industrial society?** **Possible answers: For:** • changes in family structure are shifting patterns of manipulation, canalisation, imitation and verbal appellation and this alters expectations of future masculine roles e.g. caring for children; • single parent families and househusbands are changing the nature of masculine role models offered to children; • economic changes have seen many traditional masculine jobs disappear and this affects masculine identity e.g. the 'crisis of masculinity' (Mac an Ghaill); • greater female employment has seen a rise in stay at home fathers changing the notion of masculinity to include care-giving characteristics; • the rise of feminism has challenged notions of patriarchy in society and assumes that traditional masculine power has receded; • new legislation has been introduced to prevent gender inequalities and this has led to greater work opportunities for women, who now compete with men in most areas; • in school girls and boys are taught the same subjects preventing early segregation and opening up subjects like health and social care to boys; • feminist pressure has challenged gender stereotyping in the media and this has also led to changes in representations of masculinity e.g. the New Man advertising cosmetics; • metrosexual man is now far more concerned with his appearance challenging the traditional rugged or hyper masculinity; • any other reasonable response. **Against:** • according to functionalists instrumental and expressive roles are biologically determined therefore masculine identity is inextricably linked to genetics; • masculine roles are still usually associated with strength, aggression and dominance, while feminine roles are associated with passivity, nurturing and subordination; • some gender roles are ascribed so notions of masculinity attached to sons/brothers etc. are fixed;	**15**

Question	Answer	Marks
2(e)	• inequalities still exist in the workplace particularly in terms of men in managerial roles - men are still dominant in terms of status and pay and this is still an important part of their identity; • feminists argue that despite increasing female employment men are not necessarily taking on more of the domestic duties (double shift) therefore traditional views of cooking, cleaning etc. as 'women's work' remain; • gender segregation still exists in the workplace reinforcing traditional masculine roles such as in construction and the trades and in business; • there is still gender segregation in education in terms of subject choice (e.g. computing and physics remain male-dominated) which reinforces the old stereotypes about males being more rational etc.; • hyper-masculinity or 'retributive man' is seen as defending traditional notions of masculinity e.g. the current crop of superhero films; • changing masculinities may not be seen across all ethnic groups and males are still traditional breadwinners and decision-makers in certain groups; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–4 marks]** Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided. Lower in the band (1–2 marks), expect one or two weak points. Higher in the band (3–4 marks) candidates may offer more than two points and provide a weak definition of key terms in the question. **Band 2 [5–8 marks**] In this band candidates will show some basic knowledge of the debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to assess the issues raised by the question. There may be limited/some use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided or only cover one side of the debate. Lower in the band, the response may be rather narrow in the points covered and there may be some development. Higher in the band, more points are likely to be covered with some development. Alternatively, a list-like answer with some development covering both sides of the argument may score up to 8 marks. A one-sided answer cannot score higher than 8 marks.	

Question	Answer	Marks
2(e)	**Band 3 [9–12 marks]** Answers in this band will show good sociological knowledge and understanding of the debate. 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 questions and there will be a range of points presented. There will be a two-sided response but it may lack range on one side. At the bottom of the band, candidates may provide a narrower range of developed points. At the top of the band, expect a wider range of developed points and clear focus on the question. **Band 4 [13–15 marks]** Answers in this band will show excellent knowledge and understanding of the debate. There will be a strong grasp of the arguments 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 have a range of points on each side. At the bottom of the band (13 marks), the answer may lack a specific conclusion. Higher in 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.	

Question	Answer	Marks
3(a)	**What is meant by the term 'prejudice'?** Prejudice = a preconceived opinion that is not based on reason or actual experience. **One** mark for partial definition e.g. *thinking negatively about people* **Two** marks for clear definition e.g. *a preconceived opinion that a group of people are inferior or different*	**2**
3(b)	**Describe <u>two</u> ways people suffer institutional racism.** **Possible answers:** • institutional racism occurs in education e.g. via the ethnocentric curriculum, teacher labelling etc.; • institutional racism occurs in accessing jobs e.g. in recruitment practices - the evidence is that there are higher levels of unemployment amongst certain ethnic groups • how institutional racism occurs in the work place e.g. ethnic minority groups tend to undertake more risky physical labour, have lower status and therefore higher levels of injury and occupational disease and ill health; • how institutional racism occurs in healthcare – different groups have different needs e.g. Afro-Caribbean's have higher rates of sickle cell anaemia yet these differences are not always recognised or actioned appropriately; • examples of institutional racism in terms of access to power or status - many migrants move to inner city areas where poverty and deprivation are already present, reducing the chances of social mobility; • examples of institutional racism in the judiciary both in terms of employment as barristers and judges and also and in sentencing practices; • institutional racism in the police e.g. stop and search figures for certain ethnic groups such as Afro-Caribbean males in London; • examples of institutional racism in terms of access to housing - migration is aligned with poorer housing, poverty and poor health as well as discrimination and prejudice; • any other reasonable response. **One** mark for each way identified (up to maximum of **two**). **One** mark for each way developed (up to a maximum of **two**).	**4**

Question	Answer	Marks
3(c)	**Explain how gender discrimination can affect women's income.** **Possible answers:** • horizontal segregation – women working in particular occupations such as healthcare or the 5 c's which are known for low pay; • vertical segregation ensures that men and women who work in the same sector are likely to achieve different levels of promotion and thus different levels of pay and benefits; • the gender pay gap - despite the Equal Pay Act many women still earn less than men for doing equivalent work; • stereotypes – because women are still expected to be the main caregiver their responsibilities mean they are more likely to go back to work part-time which limits their opportunities in terms of pay and progression; • prejudice – women's opportunities for promotion are often denied as it is deemed likely that they will take career breaks to have children; • in education girls are often encouraged into certain subject choices which may restrict their ability to get higher paid jobs in the future e.g. health and social care or child care leading to them going into caring or nursery nursing; • traditional expectations of girls often see them canalised towards domestic activities which may impact their career aspirations in later life e.g. girls as cleaners and cooks which tend to be low paid and low status; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of the question. Responses may be short and un/underdeveloped. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point, but there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. **Band 2 [4–6 marks]** Answers in this band will have clear and accurate explanation, showing good sociological knowledge and understanding. Sociological terms and concepts should be expected and explained. At the bottom of the band, the range of points covered may be narrow or lack detail. Higher in the band, answers will cover more than one point in a well-developed way or cover several points in less detail.	**6**

Question	Answer	Marks
3(d)	**Explain why the elderly may lack status in society.** Possible answers: • the elderly are often thought to begin a process of disengagement from mainstream social roles and activities thus bringing about a decline in the status that was once attached to these roles; • declining influence in the world of work sees the elderly lose status as their income and power to influence events diminish; • diminishing health reduces the elderly's status amongst the remainder of society as they come to be seen as weak, dependent and helpless; • media stereotypes depict the elderly as frail and as being patronised by younger generations and these can affect how others interact with them; • concessions for the elderly (e.g. free bus passes) suggest they are a group that require extra help and this means they lack status; • as people become elderly their position in the family changes - they may become dependent again and return to a second 'child-like' state in which they lose the prestige and respect which was once theirs as the leaders of the family; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of the question. A tendency to description is likely. Responses may be short and undeveloped and points stated without explanation. Sociological terms and concepts are unlikely to be used. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point. **Band 2 [4–6 marks]** 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. Higher in 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/explained. **Band 3 [7–8 marks]** Answers in this band will show good sociological knowledge and understanding and will be well-developed and explained. Sociological terms and concepts will be used accurately overall. Answers will be well-focused on the question and there will be a range of points presented. At the top of the band explanations will be clear throughout.	**8**

Question	Answer	Marks
3(e)	**To what extent is social mobility possible in modern industrial societies?** **Possible answers:** Arguments for – • upward social mobility is possible through access to education which provides the gateway to higher status jobs and the income and rewards they bring; • downward social mobility is possible in times of economic recession when middle class managers may face redundancy and working-class people made the unemployed face poverty and a life on benefit; • intergenerational mobility is seen frequently when a child from a working class family ends up in a middle-class occupation due to hard work and equal opportunity culture; • intragenerational mobility is seen widely when, for example, a man might start his working life as a clerk but end up as a senior manager or even, in rare cases, the CEO; • marriage may be a way of enhancing an individual's social mobility; • Goldthorpe's research found high rates of mobility in the Oxford study; • social mobility via inheritance or through good fortune (e.g. winning a competition or lottery) is possible in society e.g. 'Slumdog Millionaire'; • Marxists argue that some degree of social mobility is allowed as a safety valve for the capitalist system, effectively short-circuiting the growth of resentment, anger and social unrest; • any other reasonable response. **Against:** Arguments against – • Right wing sociologists argue that middle class occupations will usually be taken by those with middle class origins as either they are more talented and/or inherit the talent and ability of their parents; • some argue that there is a cycle of poverty from which it is difficult to break out from – for example a child from poverty is unlikely to do well in school and thus is likely to remain in a similar social position to parents; • Goldthorpe's study of social mobility can be criticized; for example he fails to acknowledge the existence of the upper class and he assumed that class can be based on the occupation of the male breadwinner. Criticisms such as these render his conclusions flawed;	**15**

Question	Answer	Marks
3(e)	• it is now harder to enjoy upward mobility after starting work, e.g. in professions such as nursing a degree is now compulsory in the UK; • the glass ceiling acts as a bar to the social mobility of women; • ethnic minorities still suffer prejudice and racism in the workplace and in wider society and hence their chances for social mobility are diminished; • the Marxist proletarianisation thesis whereby part of the middle class has now effectively part of the working class e.g. office workers and retail staff; • major structural inequalities still act as obstacles to social mobility in various areas of social life such as education, housing, the workplace etc. • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–4 marks]** Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided. Lower in the band (1–2 marks), expect one or two weak points. Higher in the band (3–4 marks) candidates may offer more than two points and provide a weak definition of key terms in the question. **Band 2 [5–8 marks]** In this band candidates will show some basic knowledge of the debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to assess the issues raised by the question. There may be limited/some use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided or only cover one side of the debate. Lower in the band, the response may be rather narrow in the points covered and there may be some development. Higher in the band, more points are likely to be covered with some development. Alternatively, a list-like answer with some development covering both sides of the argument may score up to 8 marks. A one-sided answer cannot score higher than 8 marks.	

Question	Answer	Marks
3(e)	**Band 3 [9–12 marks]** Answers in this band will show good sociological knowledge and understanding of the debate. 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 questions and there will be a range of points presented. There will be a two-sided response but it may lack range on one side. At the bottom of the band, candidates may provide a narrower range of developed points. At the top of the band, expect a wider range of developed points and clear focus on the question. **Band 4 [13–15 marks]** Answers in this band will show excellent knowledge and understanding of the debate. There will be a strong grasp of the arguments 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 have a range of points on each side. At the bottom of the band (13 marks), the answer may lack a specific conclusion. Higher in 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.	

© UCLES 2019