Cambridge Assessment International Education

Cambridge IGCSE™

SOCIOLOGY **0495/11**

Paper 1 **May/June 2021**

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 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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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:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- 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**:

- 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
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- 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.

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Social Science-Specific Marking Principles (for point-based marking)

1 Components using point-based marking:

- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)

b DO credit alternative answers/examples which are not written in the mark scheme if they are correct

c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons …).

d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)

e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities

f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).

g DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion)

2 Presentation of mark scheme:

- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).

3 Calculation questions:

- The mark scheme will show the steps in the most likely correct method(s), the mark for each step, the correct answer(s) and the mark for each answer
- If working/explanation is considered essential for full credit, this will be indicated in the question paper and in the mark scheme. In all other instances, the correct answer to a calculation should be given full credit, even if no supporting working is shown.
- Where the candidate uses a valid method which is not covered by the mark scheme, award equivalent marks for reaching equivalent stages.
- Where an answer makes use of a candidate's own incorrect figure from previous working, the 'own figure rule' applies: full marks will be given if a correct and complete method is used. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

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4 Annotation:

- For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking.
- For levels of response marking, the level awarded should be annotated on the script.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

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Question	Answer	Marks
1(a)	**From the evidence in Source A, identify <u>two</u> research methods that were used in the study.** Acceptable answers: • experiment; • questionnaire; • online chat session; • longitudinal study; • triangulation. **One** mark for each primary method correctly identified from Source A up to a maximum of **two**).	**2**
1(b)	**Identify <u>two</u> examples of secondary data that could be used to research the ways young people use the internet**. Possible answers: • diaries; • statistics; • historical documents; • personal documents; • media materials; • any other reasonable response. **One** mark for each example of secondary data correctly identified (up to maximum of **two**).	**2**

Question	Answer	Marks
1(c)	**Using information from Source A, describe <u>two</u> reasons why the research may not represent the experiences of all internet users**. Possible answers: • the research was only carried out in North Carolina, internet users in other places may have had a different experience; • the research was only carried out in USA, internet users in other places may have had a different experience; • the sample size was only 40 which is too small to generalise findings across all internet users; • the number of women and men were not equal (28 women but only 12 men were researched) so men were underrepresented, and their use of the internet may be quite different to that of women; • the sample was made up of students – people who are not students (who are in employment for example) and non-students may use the internet quite differently; • the sample were all young – this does not represent older users who may interact with the internet in a different way; • the sample were volunteers and may thus have biased views which may not represent all internet users; • any other reasonable answer. **One** mark for each reason correctly identified from the source (up to a maximum of **two**). **One** mark for each reason that is developed (up to a maximum of **two**).	**4**
1(d)	**Describe <u>two</u> strengths of using content analysis as a research method.** Possible answers: • it provides information about the content of the media in quantitative form – this allows researchers to identify patterns and trends is media content; • it is a reliable method as categories and concepts used are standardised, so other researchers can repeat the study in order to check findings; • it does not involve people as respondents thus avoiding ethical issues; • it is relatively easy to do and analyse the tally charts, so is practical for researchers; • it is the only way to study the media; • any other reasonable answer. **One** mark for each strength correctly identified (up to a maximum of **two**). **One** mark for each strength correctly developed (up to a maximum of **two**).	**4**

Question	Answer	Marks
1(e)	**Describe <u>two</u> strengths and <u>two</u> limitations of semi-structured interviews.** Possible answers: Strengths: • semi-structured interviews are flexible and offer the possibility to probe respondents in new directions and thus increase the amount of qualitative data achieved; • if done well they can provide detailed valid data, for example if rapport is achieved and the respondent is put at ease; • there is some standardised questions which can provide some quantitative or comparable data which increases reliability in comparison to unstructured interviews; • the researcher can assess the honesty and validity of the answers as they are given which is impossible with methods where no researcher is present; • semi-structured interviews have a higher response rate than questionnaires because they are arranged face to face; • any other reasonable answer. Limitations: • interviews are time consuming both to carry out and transcribe and are thus not as practical as methods such as questionnaires and surveys; • because of interviewer presence the interviewee may give socially desirable answers which would lower validity; • it can be difficult to make generalisations as the sample size may be smaller and also the number of standardised questions is limited; • they are less reliable than structured interviews as not all aspects can be replicated such as spontaneous questions; • they are not as fully flexible as unstructured interviews as they are an interview rather than a 'conversation' which is allows the respondent to lead the researcher into new areas; • interviewer bias may occur if the researcher imposes their own values and ideas whilst conducting the interview, thus making the data less valid; • any other reasonable answer. **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).	**8**

Question	Answer	Marks
1(f)	**Explain why sociologists might use closed questions in sociological research.** Possible answers: • closed or pre-coded questions are easier to analyse and put into statistical form; • closed questions are quick and easy to complete for the respondent who only has to choose from a range of limited options • the use of closed questions in methods like questionnaires and surveys is supported by positivists who are seeking replicable, reliable data; • the quantitative data yielded by closed questions can be compared and this gives valuable insights into social issues like inequality • scaled questions can be used to measure people's opinions and the extent to which they like/dislike something; • because closed questions are less time-consuming and may not require a researcher there it is possible to access a larger sample and hence easier to generalise • any other reasonable answer. **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.	**10**

Question	Answer	Marks
1(g)	**To what extent is a micro approach better than a macro approach when researching society?** Possible answers: Arguments for: • interpretivists argue that a micro approach which concentrates on the individual is crucial to understanding society as individuals are in control, pulling the strings of social institutions etc.; • a micro approach often uses qualitative methods such as observations and interviews and in this way they can gain a highly detailed and valid understanding of individuals and groups; • a micro approach can be effective when understanding interactions between individuals in groups – so, for example, how gang members interact or why some pupils are recruited into an anti-school subcultures; • a micro approach offers the possibility to delve deep and understand things from the inside, for example in participant observation; • a micro approach helps us to understand why people behave as they do as it enables researchers to access meanings and motivations; • any other reasonable response. Arguments against: • structuralists argue that a macro or large scale approach is necessary to understand the social structures, institutions and roles that individuals play in society; • positivists argue that a micro approach cannot uncover correlations and causation between social variables and is hence of little or no use; • a micro approach is often used on small samples and hence the possibility of being able to generalise data from the sample to the research population is limited; • a micro approach yields little quantitative data and hence comparisons between social groups or individuals is difficult; • micro approaches usually involve the researcher in some way – for example as interviewer or observer – and hence the possibility of researcher bias becomes significant, thus reducing the validity of any data gathered; • 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.	**15**

Question	Answer	Marks
1(g)	**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 'social institutions'?** Acceptable answer: • parts of society that have their own sets of norms and values, such as the family or education. **One** mark for partial definition e.g. the family or education. **Two** marks for clear definition e.g. organisations or parts of society that influence the norms and values of society.	**2**

Question	Answer	Marks
2(b)	**Describe <u>two</u> ways nature affects human behaviour.** Possible answers: • an individual's personality may be influenced by genetic factors and hence their sociability, level of aggression etc. may also be affected; • functionalists argue that gender is built upon sexual differences which are purely biological and this explains why women are expressive (e.g. housewife) and men are instrumental in their behaviour (e.g. breadwinner); • some argue that males as physically suited to certain jobs because of their greater strengths (e.g. construction) whereas women as better at other jobs such as being office workers which isn't physically demanding; • sociobiologists argue that all human behaviour is directed by biological drives or natural instincts e.g. the desire for sex and reproduction; • some sociobiologists argue that criminal behaviour may have a genetic component and that some are pre-disposed to • rule-breaking behaviour; • some argue that intelligence is more a product of nature than nurture and that it is therefore passed down from generation to generation; • some believe that sexual orientation is genetic and thus more to do with nature – so whether people are heterosexual, homosexual or bi-sexual, for example, is determined by their genes; • any other reasonable answer. **One** mark for each way identified (up to a maximum of **two**). **One** mark for each description (up to a maximum of **two**).	**4**

Question	Answer	Marks
2(c)	**Explain how girls are socialised into femininity.** Possible answers: • girls are socialised into femininity via canalisation (Oakley) – the use of toys to reinforce gender stereotypes, for example playing with dolls reinforces norms about appearance and care-taking; • manipulation – the use of activities to create and maintain traditional gender traits e.g. dance/ballet to encourage girls to be graceful and expressive; • verbal appellation – the use of names and language that steers young girls into femininity e.g. 'princess'; • role models in the media – girls are encouraged to imitate celebrity role models enshrine the norms of femininity such as preoccupation with appearance; • the hidden curriculum at school – via teacher expectations and encouragement of traditional feminine stereotypes i.e. girls as more passive and conforming, caring about being neat and tidy etc.; • peer pressure – the use of positive and negative sanctions by peers to ensure that girls conform to the norms and values of femininity; • religions socialise female into stereo typical femininity through the use of role models and religious texts pertaining to the appearance and behaviour of women; • any other reasonable answer. **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**

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Question	Answer	Marks
2(d)	**Explain why roles influence an individual's identity.** Possible answers: • gender roles influence individuals in terms of how they view themselves and also how others see them and this can impact on identity (e.g. housewife/mother and breadwinner/protector); • family roles – the roles of mother, father and children all come with a certain status, norms and values, rights and responsibilities and they are seen as an important part of an individual's identity; • roles within the workplace – job roles can be profoundly important to individuals and how they see themselves and their status with some job roles being seen as a vocation e.g. nursing, teaching etc; • conjugal roles within a partnership or marriage – whether these be traditional/segregated or more modern/integrated – give individuals a set of norms and values through which they conduct their most important and intimate relationship; • roles can come with ascribed status because they may be inherited e.g. the royal family play an important social role in the UK; • any other reasonable answer. **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 under developed 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
2(e)	**To what extent is age the most important factor in a person's social identity?** Possible answers: Arguments for: • age is often a boundary line for access to legal rights and responsibilities e.g. in the UK the age of criminal responsibility is 12 and individuals are not allowed to vote until 18 etc.; • the elderly are often the subject of negative stereotyping in the media – for example as frail, dependent and a burden – and this can affect the way they are treated in society; • the elderly have a distinct social identity in most societies – it is seen as a time of disengagement from social roles and retirement as they make way for the younger generation; • youth is seen as a time of rebellion and experimentation as young people establish their own identities, so youth sub-cultures are formed with their own distinct norms and values sometimes in opposition to mainstream society; • children are seen as a distinct and vulnerable group requiring special protection from exploitation hence the need for children to be given their own legal and social 'rights'; • childhood is viewed as a time of innocence and play and this has led to the emergence of whole industries devoted to the markets in products and activities associated with children e.g. Disney; • functionalists argue that adolescence is seen as a difficult period as it brings status anxiety and as a result young people turn to their peers for support in a youth culture which eases the transition to the expectations of adulthood; • generation gaps – members of the same age group are a generation and a peer group who often share experiences and attitudes e.g. teenagers may think that older people are 'past it' and older people may see teenagers as disrespectful and anti-social; • age is a social construction so the roles assigned to different age groups vary across different societies e.g. children in western societies spend a longer period relative to most other societies undergoing socialisation into adult roles; • any other reasonable answer:	**15**

Question	Answer	Marks
2(e)	Arguments against: • feminists argue that gender is more important than age as a source of social identity – it pervades the life of all from cradle to grave and impacts across age groups in terms of status, power and life chances; • ethnicity is more important than age as a source of social identity for many groups – norms and values linked to food, clothing, relationships etc. are central to the social identity of many people; • ethnic minority groups are often labelled negatively and this often provides a platform for discrimination across age groups thus affecting social identity and the way people are perceived by others; • Marxists argue that social class is more important than age as each class has its own distinct culture and their social identity is inevitably linked to life chances with the upper class having the majority of the power, status and privileges regardless of age; • for some national identity is core to social identity and more important than age – the rise of nationalist and separatist movements across the world shows that it is national identity rather than age identity that is central; • postmodernists argue that the factors that used to influence and shape our social identity – like age or gender – are now no longer important as people can create their own identity through consumption and style/lifestyle choices; • any other reasonable answer. **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 'power'?** Acceptable answer: • the ability or authority to influence people's behaviour **One** mark for partial definition e.g. 'force'. **Two** marks for clear definition e.g. 'the ability to influence people's behaviour'.	**2**

Question	Answer	Marks
3(b)	**Describe <u>two</u> examples of a gendered division of labour.** Possible answers: • women do all or the vast majority of the housework – for example cooking and cleaning whilst men do little of this; • women are expected to be the caretakers of children – socialising and nurturing children into young adults whereas men take a secondary role, perhaps intervening when firm social control is needed; • segregated conjugal roles – men expected to be the breadwinner and to go out to work whilst women have been expected to perform the housewife role; • horizontal segregation – in the workplace women have been expected to perform roles in keeping with their gender e.g. domestic work, caring and clerical whilst men have been expected to have more technologically complex jobs like engineer and builder; • vertical segregation – in the workplace women have traditionally been located in lower status roles within organisations with limited access to higher status and power, for example as secretaries whilst men have had more access to higher status roles such as being a supervisor, manager or the boss; • any other reasonable response. **One** mark for each example identified (up to a maximum of **two**). **One** mark for each example described (up to a maximum of **two**).	**4**

Question	Answer	Marks
3(c)	**Explain how privileged groups maintain their power and status in society.** Possible answers: • the rich – Marxists argue that the bourgeoisie maintain their power and status by ideologies transmitted via education, religion and the media which justify and reinforce social hierarchy; • Marxists argue that the bourgeoisie can ultimately rely on the forces of formal social control, such as the police and armed forces, to support the status quo in times of disorder; • feminists argue that men maintain their power and status via sexism which acts as a barrier to female empowerment in all areas of society; • radical feminists argue that some men use coercion or the threat of force or violence to keep women in a subordinate position in the family; • ethnic minority groups are kept in a subordinate position to the ethnic majority through negative stereotyping and scapegoating, ensuring that such groups are viewed negatively and discriminated against in all areas of society; • globally the most powerful developed countries protect their material advantages by exploiting the labour and resources of poor and developing countries; • disabled people are often the subject of negative stereotyping and discrimination in the workplace and this can result in individuals not feeling able to challenge the prevailing view or the power structures behind it; • any other reasonable answer. **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 a cycle of poverty exists in modern industrial societies.** Possible answers: • the factors causing poverty create further poverty e.g. a child born into poverty is unlikely to do well at school and get the skills and qualifications needed to move up the social ladder; • lack of resources – the poor often do not have the resources to get them out of poverty e.g. they may not have enough money to pay for childcare to enable them to work or to pay for transport to get to an interview or a paid job; • the poor lack social and cultural capital (Bordieu) and so are disadvantaged when applying for jobs or promotion to a higher status position; • the poverty trap – it is expensive to be poor and people have to spend a lot just to keep their existing standard of living so being able to help children improve their life chances is difficult; • the culture of poverty – some argue that the poor have a distinct set of norms and values that keep them in poverty (for example fatalism and immediate gratification) and that these are then passed down to the next generation thus ensuring a poverty cycle; • social exclusion – the poor are unable to take part in the normal activities of society or achieve the expected social goods are thus unable to give their children access to the same and the cycle of poverty continues; • any other reasonable answer. **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 have social classes changed in modern industrial societies?** Possible answers: Arguments for: • the upper class – is now composed of three distinct groups (aristocracy, jet set and entrepreneurial rich) rather than one unified ruling class; • the middle class now covers a wide range of occupations from secretaries to architects and has expanded rapidly in advanced capitalist societies during the twentieth and twenty-first centuries; • many sociologists now see the middle class as composed of three distinct groups rather than one – the petty bourgeoisie (old middle class), the upper middle class (professionals and managers) and the lower middle class (clerical and service jobs); • Marxists argue that a process of proletarianisation has occurred in which part of the old middle class has fallen into the working class due to the declining skill level and status of their jobs e.g. clerical workers; • embourgeoisement – some argue that the higher levels of the working class have now become part of the new middle class as greater prosperity began to break down traditional class barriers after the second world war; • postmodernists may argue that classes have become so fractured and there are new sources of social identity which renders class divisions unimportant in modern society; • various different measurements of class and social mobility offers evidence of the changing nature of the class landscape in modern industrial societies; • any other reasonable answer. Arguments against: • Marxists argue that whilst the characteristics of the ruling class may have changed slightly their basic nature and function within capitalism has not – the small percentage at the top wield disproportionate wealth, power and status in comparison to the vast majority of the population; • there is only one middle class that is clearly distinguishable from the upper class by the fact that it does not own the means of production and from the working class by the fact that it possesses educational or technical qualifications; • the evidence for proletarianisation is limited – jobs that have been 'de-skilled' are still advertised as skilled and offer chances of promotion unlike many manual jobs as well as offering more job security and better working conditions; • some would argue that there remain distinct class cultures within society e.g. working class values, norms and roles remain distinct from those of the middle and upper classes thus showing that the traditional class divides remain in place; • some argue that the underclass is not a new phenomenon and that it has been in existence since the nineteenth century when Marx categorised them as a distinct group so little has changed; • any other reasonable answer.	**15**

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Question	Answer	Marks
3(e)	**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.	

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