UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2010 question paper for the guidance of teachers

0495 SOCIOLOGY

0495/11 Paper 1, maximum raw mark 90

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UNIVERSITY of CAMBRIDGE
International Examinations

Section A: Research Methods

1 Interviewing is a popular method of research in Sociology. Interviews can take a variety of forms: structured, unstructured and semi-structured. They can be undertaken on a one to one basis, or conducted with a group. Sociologists who want to gather quantitative data will tend to use structured interviews because data can be coded and responses can be standardised. Interpretive sociologists tend to favour unstructured interviews because they may generate new lines of sociological enquiry.

In all interviews care must be taken regarding the social characteristics of the researcher, as there may be an interviewer effect. Care also should be taken about the wording of the questions to ensure the respondent will understand their meaning.

(a) In sociological research, what is meant by the following terms:

(i) semi-structured interviews [2]

Reference should be made to a limited number of pre-set questions which are open-ended which allow respondents to respond freely and allow them to develop new lines of discussion. 2 marks for a full explanation, 1 mark for a partial definition.

(ii) interpretive sociologists [2]

Reference should be made to sociologists who study the meanings respondents attach to their answers and favour qualitative research methods. 2 marks for a full explanation, 1 mark for a partial definition.

(iii) interviewer effect [2]

Reference should be made to the way the presence/characteristics of an interviewer may influence the answers made by the respondent. 2 marks for a full explanation, 1 mark for a partial definition.

(b) Describe *two* ways unstructured interviews differ from structured ones. [4]

Likely answers will focus on the issues of pre-set/not pre-set questions, the informality of unstructured interviews/formality of structured interviews, and the difficulty in standardising the answers drawn from unstructured compared with structured interviews. 2 marks for identification and comparison.1 mark for identification but no comparison.

(c) Describe *two* ways in which the personal characteristics of the interviewer may influence the answers given by the respondent. [4]

Answers are likely to focus on: class, gender, age, and physical mannerisms. 2 marks for identification and an explanation of each way. 1 mark for identification but no explanation.

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(d) Describe *one* advantage and *one* disadvantage of carrying out group interviews. [4]

Answers are likely to focus on the following advantages: group dynamics may lead to the development of new research ideas, likely to be cheaper than individual interviews. Disadvantages may include: some group members may not contribute or may be swayed by dominant members. 2 marks for identification and an explanation of each idea. 1 mark for identification but no explanation.

(e) Describe *one* advantage and *one* disadvantage of using quantitative data in sociological research. [4]

Answers are likely to focus on the following advantages: such data are easy to code and quantify, it is relatively cheap and quick to carry out. Candidates may refer to the reliability or the representativeness of such data. Possible disadvantages: such data may have limited responses and therefore lack validity, such data may be inappropriate for studying some subjects. Any other reasonable response. 2 marks for identification and an explanation of each idea, 1 mark for identification but no explanation.

(f) Describe *two* strengths and *two* limitations of *unstructured interviews.* [8]

Likely strengths that may be identified: provide highly valid data; new ideas may emerge as the interviewer is led by the respondent; particularly useful for sensitive topics; less likely to be an interviewer effect. Possible limitations may focus on: difficulty in categorising such data, difficulty in recording the data, the problem of interviewer bias and the length of time needed. 2 marks for identification and an explanation of each idea. 1 mark for identification but no explanation.

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Section B: Culture and Socialisation

2 Sociologists believe that differences in gender roles are largely the result of socialisation.

(a) What is meant by the term *gender roles?* [2]

Reference should be made to the way society creates certain expectations and ways of acting depending on the sex of the individual. 2 marks for a full definition, 1 mark for a partial explanation.

(b) Describe *two* ways in which gender roles differ between the sexes. [4]

Answers are likely to focus on: females are encouraged to become mothers, men 'breadwinners' etc. 2 marks for identification and explanation, 1 mark for a partial explanation or identification.

(c) Explain how an individual's family may help a person to learn their gender roles. [6]

0–3 At this level answers are likely to be basic, perhaps making a few simple points about how children are encouraged to undertake various forms of play/tasks/dress.

4–6 At this level answers will discuss a number of issues focusing perhaps on imitation, use of language by parents etc. At the top of the band there may be reference to some of the research that has been undertaken on gender role socialisation.

(d) To what extent are there differences in the roles of men and women in modern industrial societies? [8]

0–3 At this level answers are likely to be simplistic, perhaps outlining some of the traditional gender roles or outlining equality.

4–6 At this level answers are likely to be more developed and show that gender roles have changed, even if some elements remain the same. At the top of the band there will be an attempt to point to some similarities and differences between men and women's behaviour or refer to different theories in a general way. Specific examples will be used to support points.

7–8 At this level answers are likely to discuss similarities and differences and may make reference to feminist contributions.

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3 One example of cultural difference concerns the ways children are socialised differently in various societies. However in all societies children tend to experience more social control than adults.

(a) What is meant by the term *cultural differences*? [2]

References should be made to the ways societies have different socialisation practices from one another in terms of customs and traditions, etc. 2 marks for a full definition, 1 mark for a partial explanation.

(b) Describe *two* differences in the way children are socialised in different societies. [4]

Answers should provide any two examples of cultural differences. 2 marks for identification and explanation, 1 mark for a partial explanation or identification.

(c) Explain why some young people tend to reject social control and form their own subcultures. [6]

0–3 Answers at this level are likely to provide a simplistic account of why young people join gangs or statements that they reject values and turn to delinquency.

4–6 Answers in this band will address the question directly and are likely to present a range of sociological explanations, which may include: the need to establish an identity, status frustration, young people's perceptions of the way they are labelled or racism. The range of factors discussed will determine the position in the band.

(d) To what extent are families more child-focused in modern industrial societies than in other types of society? [8]

0–3 At this level answers are likely to be simplistic, perhaps outlining some of the ways children are treated.

4–6 At this level answers are likely to be more developed and at the top of the band there will be an attempt to assess the question. Specific examples such as smaller families, mothers at work and changing laws are likely to be used to support points.

7–8 At this level answers are likely to make a clear attempt to assess the question. Examples and arguments are likely to be advanced on both sides of the argument and supported. The idea that childhood is a social construction is likely to be present in answers at this level.

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Section C: Social Stratification and Inequality

4 In modern industrial societies some people have more status than others. Status can be achieved or ascribed.

(a) What is meant by the term *ascribed status*? [2]

Reference should be made to a social position acquired at birth that usually cannot be changed. 2 marks for a full definition, 1 mark for a partial explanation.

(b) Describe *two* ways in which a person can achieve higher status. [4]

Reference is likely to be made to luck e.g. the lottery, gaining educational qualifications, the gaining of professional qualifications, marriage and celebrity. 2 marks for identification and explanation, 1 mark for a partial explanation or identification.

(c) Explain the advantages that people gain from having high status in modern industrial societies. [6]

0–3 Answers at this level are likely to provide a simplistic account of why people with high status benefit. Reference may be made to earning more money or having power.

4–6 Answers in this band will address the question directly and are likely to present a range of sociological explanations, which may include: higher pay, 'fringe' benefits, the way those with high status tend to be treated with greater respect, have access to contacts which may be beneficial, life chances etc. The range of factors discussed will determine the position in the band.

(d) How far is it possible for people from the working class to achieve higher status in modern industrial societies? [8]

0–3 At this level answers are likely to be simplistic, perhaps outlining some of the ways working class people can earn more money or simplistic descriptions of the benefits of education.

4–6 At this level answers are likely to be more developed and at the top of the band there will be an attempt to assess the question. Specific examples are likely to be used to support points, but answers are likely to lack balance. Reference is likely to be made to improved educational opportunities, rising living standards in modern industrial societies.

7–8 At this level answers are likely to make a clear attempt to assess the question. Examples and arguments are likely to be advanced on both sides of the argument and supported. There is likely to be some comment on theoretical material offered by Marxists and/or functionalists at the top of the band.

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5 Some sociologists believe women have achieved gender equality in modern industrial societies.

(a) What is meant by the term *gender equality*? [2]

Reference should be made to the way males and females are treated fairly in terms of issues like pay, equal treatment before the law etc. 2 marks for a full definition, 1 mark for a partial explanation.

(b) Describe *two* ways women may be discriminated against in employment. [4]

Reference should be made to issues such as: lower pay, limited promotion prospects, lack of support from trade union, harassment in the workplace etc. 2 marks for identification and explanation, 1 mark for a partial explanation or identification.

(c) Explain why an employer may discriminate against female workers. [6]

0–3 Answers at this level are likely to provide a simplistic account of why women are discriminated against. Answers may focus on the relative physical weakness of women or the view they are seen in some societies as inferior.

4–6 Answers in this band will address the question directly and are likely to present a range of sociological explanations, which may include: the belief women are likely to give up their careers to have families, sexist attitudes by management etc. The range of factors discussed will determine the position in the band.

(d) Assess the idea that class background is more important than gender in influencing the opportunities a woman has in life. [8]

0–3 At this level answers are likely to be simplistic, perhaps outlining some of the ways women have improved their status or why class is a more significant indicator of opportunities but the main issues raised in the question will not be addressed.

4–6 At this level answers are likely to be more developed and at the top of the band there will be an attempt to assess the question. Specific examples are likely to be used to support points, but answers are likely to lack balance. Reference is likely to be made to improved educational opportunities, awareness of women's rights. In evaluation, there may be some reference to the limitation women from a working class as opposed to a middle class background may face. However, these arguments are likely to be underdeveloped.

7–8 At this level answers are likely to make a clear attempt to assess the question. Examples and arguments are likely to be advanced on both sides of the argument and supported. There is likely to be some comment on theoretical material offered by feminists who challenge the idea that working class women have the same opportunities as middle class females.

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Section D: Power and Authority

6 There are many types of political systems in the world. The two main types are democracies and authoritarian regimes.

(a) What is meant by the term *authoritarian regime*? [2]

Reference should be made to a government that limits the ways the people of a society can participate in activity, especially political activity. 2 marks for a full definition, 1 mark for a partial explanation.

(b) Describe *two* features of an authoritarian regime. [4]

Answers are likely to focus on the limited use of elections, the prohibition of opposition to the government, the lack of a free media etc. 2 marks for identification and explanation, 1 mark for a partial explanation or identification.

(c) Explain how authoritarian regimes maintain their power. [6]

0–3 At this level answers are likely to be simplistic, perhaps outlining some of the ways authoritarian regimes try to prevent opposition or simplistic comments about the control of the media.

4–6 At this level answers are likely to be more developed and at the top of the band there will be a range of factors discussed. Specific examples are likely to be used to support points. These are likely to include: the prevention of opposition, the controlling of the press and TV, the banning of trade unions, powerful police force, propaganda, the cult of the personality etc. The greater the range of points the higher the position in the band.

(d) Assess the view that some groups are more powerful than other groups in influencing government decision-making in a democratic state. [8]

0–3 At this level answers are likely to be simplistic, perhaps outlining some of the ways powerful groups can influence decision-making, but answers are likely to be vague.

4–6 At this level answers are likely to be more developed and at the top of the band there is likely to be an attempt to assess the question. Specific examples are likely to be used to support points including reference to age, gender and ethnicity, but answers are likely to lack balance. Reference is likely to be made to the influence of pressure groups (insider and outsider groups) and various elites. However, these arguments are likely to be underdeveloped.

7–8 At this level answers are likely to make a clear attempt to assess the question. Examples and arguments are likely to be advanced on both sides of the argument and supported. There is likely to be some comment on theoretical perspectives such as pluralist and Marxist views on the issue of the distribution of power.

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7 Becoming a member of a pressure group is one way of trying to gain political influence in democratic societies.

(a) What is meant by the term *political influence*? [2]

Reference should be made to the way individuals can have an impact on the political process. 2 marks for a full definition, 1 mark for a partial explanation.

(b) Describe *two* ways, other than joining a pressure group, an individual can become involved in political activity in a democracy. [4]

Reference should be made to ways such as: voting, joining political parties, informing themselves about political issues etc. 2 marks for identification and explanation, 1 mark for a partial explanation or identification.

(c) Explain how pressure groups try to influence governments. [6]

0–3 At this level answers are likely to be simplistic, perhaps outlining some of the ways pressure groups campaign or outlining what pressure groups do.

4–6 At this level answers are likely to be more developed. Specific examples are likely to be used to support points. These are likely to include: using campaigning and lobbying tactics, the way pressure groups may supply important information for government departments to help them form policies. The range of issues will determine where the answer is placed in the band.

(d) To what extent are there limitations on a government's power in a democracy? [8]

0–3 At this level answers are likely to be simplistic, perhaps outlining some of the ways powerful groups can influence governments, but answers are likely to be vague.

4–6 At this level answers are likely to be more developed and at the top of the band there will be an attempt to assess the question. Specific examples are likely to be used to support points, but answers are likely to lack balance. Reference is likely to be made to the influence of pressure groups and the importance of gaining the support of the media and the electorate and the existence of checks and balances. However, these arguments are likely to be underdeveloped.

7–8 At this level answers are likely to make a clear attempt to assess the question. Examples and arguments are likely to explore a range of issues such as the importance of the electoral cycle and the role of the media in shaping impressions of the government. There is likely to be some comment on theoretical perspectives, such as pluralist and/or Marxist views on the issue of the distribution of power, at the top of the band.

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