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

0495/13 Paper 1, maximum raw mark 90

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UNIVERSITY of CAMBRIDGE
International Examinations

Section A: Research Methods

Statistics collected by the government are one form of secondary data that sociologists use. These official records provide a useful source of information about social trends such as suicide, marriage, divorce and crime rates. However, statistics need to be viewed with care as they may not provide an accurate account of a particular trend.

Other sources of secondary data may also be used in sociological research. These include letters, historical documents, newspaper reports and television programmes. These sources are useful for the collection of qualitative data. This type of data is particularly suitable for sociologists who work within the interpretive tradition. Positivist sociologists prefer the collection of statistics from quantitative research methods.

Newspapers and television programmes can be useful sources of secondary data and positivist sociologists may use a method known as content analysis, which attempts to quantify the types of articles and programmes which appear. In contrast, interpretive sociologists try to decode images and messages found in newspaper reports and television programmes that people are exposed to in the mass media.

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

(i) secondary data [2]

Answers should refer to the idea that data have been gathered from another source rather than undertaken by the researcher. 2 marks for a full explanation, 1 mark for a partial description.

(ii) positivist sociologists [2]

Answers should refer to sociologists who attempt to study the social world in a logical, systematic, objective way normally using quantitative methods. 1 mark can be awarded for some reference to using statistics. 2 marks for a full explanation, 1 mark for a partial description.

(iii) social trends. [2]

Answers should refer to patterns of social behaviour or statistical changes in a particular society. 2 marks for a full explanation, including an example, 1 mark for a partial description.

(b) Describe two reasons why official statistics may not be accurate. [4]

Answers are likely to focus on: statistics take a long time to compile therefore may become quickly out of date; problems in collection of data; governments may want to present themselves in a favourable light and therefore influence the way statistics are collected. Any other reasonable response. 2 marks for a full description, 1 mark for identification or partial description.

(c) Describe two advantages of using official statistics in sociological research. [4]

Likely advantages of using official statistics: cheap; readily available; possibly the only available source if studying national trends. Any other reasonable response. 2 marks for a full description, 1 mark for identification or partial description.

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(d) Describe *one* advantage and *one* disadvantage of using content analysis in sociological research. [4]

Likely advantages of using content analysis: enables the researcher to record the frequency and extent of various types of content, enables quantitative data to be produced.

Likely disadvantages: the recording of the frequency of images and content does not lead to an understanding of the symbolic nature, or the various ways images can be interpreted, there may be difficulty in categorising some articles or images. Any other reasonable response. 2 marks for a full description, 1 mark for identification or partial description.

(e) Describe *two* problems that might arise when using historical documents in sociological research. [4]

Likely problems of using historical documents: may be fragmentary; they may contain bias; may not exist for the subject under study; may be difficult to interpret. Any other reasonable response. 2 marks for a full description, 1 mark for identification or partial description.

(f) Describe *two* advantages and *two* disadvantages of qualitative research. [8]

Likely advantages of qualitative research: valid; highly flexible; enables new lines of enquiry to emerge. Any other reasonable response. 2 marks for a full description, 1 mark for identification or partial description.

Likely disadvantages of qualitative research: lacks reliability; cannot be generalised; may be expensive; may be too subjective. Any other reasonable response. 2 marks for a full description, 1 mark for identification or partial description.

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Section B: Culture and Socialisation

2 Some sociologists believe that a person's social class background can have an important effect on their primary socialisation.

(a) What is meant by the term primary socialisation? [2]

Answers are likely to refer to the learning of norms and values within the early stages of life which normally takes place within the family. 2 marks for a full definition, 1 mark for a partial description.

(b) Describe *two* agencies of secondary socialisation. [4]

Answers are likely to refer to school, peer group, the mass media, and religion, or any other acceptable agency. 2 marks for an identification and description. 1 mark for an identification or description.

(c) Explain how a child from a middle class background may be socialised differently to a child from a working class background. [6]

0–3 A few general comments about socialisation will achieve up to 2 marks. Some relevant reference to socialisation normally related to middle class socialisation will achieve 3 marks, if fully described.

4–6 At this level there will be an attempt to demonstrate sociological knowledge of the likely nature of socialisation in middle and working class families. Reference may be made to parental attitudes towards education and work aspirations. At the top of the band answers will present a range of issues which may refer to concepts such as cultural and social capital.

(d) To what extent is socialisation during childhood a major influence on a person's social development? [8]

0–3 At this level answers are likely to be simplistic, perhaps outlining some of the traditional gender roles children learn during childhood.

4–6 At this level answers are likely to be more developed, outlining the ways socialisation (or lack of it) has an impact on social development. At the top of the band there will be an attempt to outline a wider range of examples of socialisation. Specific examples will be used to support points such as: the development of values, aspirations, skills etc. There will be no or a limited attempt to address the question specifically.

7–8 At this level answers are likely to focus directly on the issues raised in the question and provide some form of assessment which might include the role of hereditary and/or biological factors.

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3 The majority of people conform to social norms and this helps to ensure that social control is maintained.

(a) What is meant by the term social norms? [2]

Answers are likely to refer to the acquisition of expected forms of behaviour that individuals develop. 2 marks for a full definition, 1 mark for a partial description.

(b) Describe two examples of behaviour that conforms to social norms. [4]

Answers are likely to refer to various forms of acceptable behaviour, e.g. dressing and eating in an appropriate manner, learning the codes of acceptable social interaction. 2 marks for an identification and description. 1 mark for an identification or description.

(c) Explain how social control is achieved among young people. [6]

0–3 A few general comments about social control expressed in a simplistic manner will achieve up to 2 marks. One aspect of socialisation, linked to social control, fully described can achieve 3 marks.

4–6 At this level there will be an attempt to demonstrate sociological knowledge. Reference is likely to be made to a range of sanctions imposed by families. At the top of the band answers will present a range of issues which will discuss the role of the family and, perhaps, education.

(d) To what extent is formal social control more important than informal social control in modern industrial societies? [8]

0–3 At this level answers are likely to be simplistic, perhaps outlining some of the ways people are controlled, but answers are likely to lack range.

4–6 At this level answers are likely to be more developed, outlining the formal ways and informal means of control. At the top of the band there will be an attempt to outline a wider range of examples of social control, or some form of theoretical debate will be advanced, but not developed. There may be a lack of specific supporting examples. There will be no or a limited attempt to address the question specifically.

7–8 At this level answers are likely to focus directly on the issues raised in the question and provide some form of assessment which will include an assessment of both types of social control. There may be some form of a theoretical discussion developed to provide an assessment.

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Section C: Social Stratification and Inequality

4 Ethnic minorities may be seen as different to the rest of a society and experience scape-goating for many of the social and economic problems that are experienced in modern industrial societies.

(a) What is meant by the term scape-goating? [2]

Answers are likely to refer to the way individuals or groups are blamed for something that is not their fault. 2 marks for a full definition, 1 mark for a partial description.

(b) Describe *two* ways in which ethnic minorities may experience discrimination at work. [4]

Answers are likely to refer to the failure to obtain various posts, lack of promotion opportunities, the lack of equal pay. 2 marks for an identification and description. 1 mark for an identification or description.

(c) Explain why ethnic minorities may be seen as different to the rest of society. [6]

0–3 A few general comments about cultural differences expressed in a simplistic manner will achieve up to 2 marks. One aspect such as cultural differences fully described can achieve 3 marks.

4–6 At this level there will be an attempt to demonstrate sociological knowledge. Reference is likely to be made to issues such as: cultural and religious differences, language differences and ghettoisation. At the top of the band answers will present a range of issues which are developed.

(d) To what extent are some ethnic minorities less disadvantaged than others in modern industrial societies? [8]

0–3 At this level answers are likely to be simplistic, perhaps outlining some of the ways ethnic minorities are disadvantaged, but answers are likely to lack range.

4–6 At this level answers are likely to be more developed outlining a range of ways ethnic minorities may be disadvantaged in terms of education, housing, work opportunities etc. At the top of the band there will be an attempt to outline a wider range of issues. There will be no or a limited attempt to address the question by specifically mentioning the way some groups may have become more integrated into societies.

7–8 At this level answers are likely to focus directly on the issues raised in the question and provide some form of assessment which might include reference to the way some groups are more integrated than others. Reference is likely to be made to, for example, the improved work and educational performances of some ethnic minorities.

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5 In many societies there is an unequal distribution of wealth and opportunities so social mobility may be limited.

(a) What is meant by the term unequal distribution of wealth. [2]

Answers are likely to refer to the way individuals, or groups, have very different levels of wealth. 2 marks for a full definition, 1 mark for a partial description.

(b) Describe *two* forms of wealth an individual may possess. [4]

Answers are likely to refer to: income, rare possessions, inherited wealth, and property. Any other reasonable response. 2 marks for an identification and description. 1 mark for an identification or description.

(c) Explain how a person may achieve upward social mobility. [6]

0–3 A few general comments about one issue such as education without development will achieve up to 2 marks. One aspect such as education, marriage etc. fully described can achieve 3 marks.

4–6 At this level there will be an attempt to demonstrate sociological knowledge. Reference is likely to be made to issues such as: education, hard work, marriage, luck and improving opportunities. At the top of the band answers will present a range of issues which are developed.

(d) How far does growing up in poverty affect an individual's life chances? [8]

0–3 At this level answers are likely to be simplistic, perhaps outlining some of the ways the poor are disadvantaged, but answers are likely to lack range.

4–6 At this level answers are likely to be more developed outlining a range of ways the poor may be disadvantaged in terms of education, health, housing, work opportunities etc. At the top of the band there will be an attempt to outline a wider range of issues. There will be no or a limited attempt to address the question by specifically mentioning the way social mobility has improved in many societies.

7–8 At this level answers are likely to focus directly on the issues raised in the question and provide some form of assessment. Reference may be made to improved educational opportunities, the growth of the middle class in many societies. At the top of the band assessment is likely to be developed and sustained.

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Section D: Power and Authority

6 Marxists believe in a democracy power is held by an elite group, but other sociologists claim that the government must govern on behalf of all people.

(a) What is meant by the term elite group? [2]

Answers are likely to refer to a small powerful group of influential people such as: senior politicians, business people, aristocracy, who all have political and economic power. 2 marks for a full definition, 1 mark for a partial description.

(b) Describe *two* social groups who are likely to be part of the elite. [4]

Answers are likely to make reference to: senior politicians, heads of business, religious leaders, members of the aristocracy, and the heads of the armed services. 2 marks for an identification and description. 1 mark for an identification or description.

(c) Explain how governments attempt to maintain their popularity between elections. [6]

0–3 At this level answers are likely to be simplistic, perhaps outlining some of the ways governments try to maintain popularity, but answers are likely to lack range and depth.

4–6 At this level answers are likely to be more developed, outlining a range of ways the governments try to remain popular. Issues are likely to focus on: the introduction of new policies, extra support in key marginal areas, re-launch of new policies initiatives, the introduction of new members to the government to refresh its image. At the top of the band there will be an attempt to outline a wider range of issues.

(d) How far do governments attempt to represent, and govern on behalf of all sections of society? [8]

0–3 At this level answers are likely to be simplistic, perhaps outlining some of the ways governments set their priorities, but answers are likely to lack range.

4–6 At this level answers are likely to be more developed, outlining a range of ways the governments try to govern in the interests of all. Issues are likely to focus on: the provision of welfare services for poorer members of society, the understanding that governments attempt to retain the support of the electorate. At the top of the band there will be an attempt to outline a wider range of issues. There will be no or a limited attempt to provide an assessment.

7–8 At this level answers are likely to focus directly on the issues raised in the question and provide some form of assessment which may refer to Marxist ideas that governments continue to maintain the interests of the powerful. At the top of the band assessment is likely to be developed and supported with examples.

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7 Pressure groups and political parties are important means of political representation in democratic societies.

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

Answers are likely to refer to the way people and groups have their ideas and interests discussed and supported by elected representatives in legislative bodies. 2 marks for a full definition, 1 mark for a partial description.

(b) Describe *two* features of a democratic society. [4]

Answers are likely to refer to: regular free elections, a free press, equality before the law, protection of human rights. Any other reasonable response. 2 marks for an identification and description. 1 mark for an identification or description.

(c) Explain how political parties differ from pressure groups [6]

0–3 At this level answers are likely to be simplistic, perhaps outlining a couple of the ways political parties differ from pressure groups, but answers are likely to lack range and depth.

4–6 At this level answers are likely to be more developed, outlining a range of ways political parties and pressure groups differ. Issues are likely to focus on: pressure groups are likely to focus on a specific issue; political parties have a manifesto; pressure groups do not contest elections and seek power in government whereas political parties do; pressure groups may have a temporary life span where major political parties have a more permanent nature. At the top of the band there will be an attempt to outline a wide range of issues.

(d) To what extent is government decision-making influenced by pressure groups? [8]

0–3 At this level answers are likely to be simplistic, perhaps outlining some of the ways pressure groups try to affect government policies, but answers are likely to lack range and depth.

4–6 At this level answers are likely to be more developed, outlining a range of ways pressure groups have influence. This may include reference to the provision of expert knowledge, lobbying, using press campaigns and demonstrations. At the top of the band there will be an attempt to outline a wider range of issues which are supported by specific examples. There will be no or a limited attempt to provide an assessment.

7–8 At this level answers are likely to focus directly on the issues raised in the question and provide some form of assessment which may refer to Marxist ideas that some pressure groups may have a limited role in decision-making. There is also likely to be a distinction made between 'insider' and 'outsider' groups. At the top of the band assessment is likely to be developed and supported with examples.

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