UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2011 question paper for the guidance of teachers

0495 SOCIOLOGY

0495/13 Paper 1, maximum raw mark 90

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 must be read in conjunction with the question papers and the report on the examination.

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Section A: Research Methods

1 Sociologists who wish to collect qualitative data will use unstructured interviews and observational studies. Qualitative research methods are seen as having high validity. However, qualitative research methods have a number of limitations. For example, the problem of interviewer bias is likely to occur with unstructured interviews. Observational studies may also have a number of problems such as the difficulty in using these studies to make generalisations.

Positivist sociologists favour a scientific approach to research. They use quantitative methods to collect statistical data. Quantitative research methods are high in reliability. Sometimes sociologists use a mix of quantitative and qualitative research methods as a way of giving their studies greater credibility.

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

(i) unstructured interviews [2]

Answers are likely to focus on the idea of a face-to-face dialogue between the interviewer and interviewee without any formal or planned questions. The conversation is directed by prompts from the interviewer, with the aim of allowing the interviewee to develop their ideas in depth.

Definitions along these lines, such as 'interviews in which the interviewer has no set questions but a list of areas that they wish to discuss with the interviewee' and 'the questions develop out of the interview and can include new areas of discussion' would gain 2 marks.

1 mark for a partial definition, such as 'interviews which have no planned questions'.

(ii) interviewer bias [2]

Answers are likely to refer to the way an interviewer may lead, distort or present data in a partial way.

Allow 2 marks for definitions along the lines of 'when the interviewer's behaviour, way of asking questions or questions influence the respondent to answer in a different way from how they would have done otherwise'. Also allow 2 marks for definitions referring to how interviewers influence the way that the interviewee answers their questions: this can include the characteristics of the interviewer, such as age, ethnicity etc.

Allow 1 mark for a partial definition, such as 'when the interviewer influences the way that the interviewee answers the questions' without qualification.

(iii) generalisations [2]

Reference is likely to be made to the ability to draw conclusions from a study that applies accurately to a wider population.

Definitions along these lines, such as 'when the findings of a study are accurate so that the conclusions will be correct for a much larger population than just the one that was studied' would gain 2 marks.

1 mark for a partial definition, such as 'when the findings apply to everyone'.

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(b) Describe <u>two</u> limitations in using unstructured interviews in sociological research. [4]

Likely answers will focus on: the cost of research limiting the size of the sample, the need for a well-trained interviewer, the difficulty of recording data, the collection of irrelevant data because the interview wanders off topic, the difficulty of categorising data and the potential for interviewers to affect the course of the interview, how time-consuming the process is (so data can become quickly out of date), unrepresentative samples, difficult to generalise from, or any other relevant response.

2 marks available for identification and a description of each example, 1 mark for identification, e.g. time or cost with no description, or a weak description with no identification.

(c) Describe <u>two</u> reasons why a sociologist might use unstructured interviews in sociological research. [4]

Likely answers will focus on: the need to collect detailed responses; the research area may be sensitive so there may be a need to build a rapport with the interviewees which unstructured interviews allow; unstructured interviews may allow new research directions to emerge which had not been considered by the researcher; they allow for clarification of questions or answers; interpretivist nature of researcher; flexibility; validity; appropriate for certain types of research; sociologist wants to collect qualitative data; want to explore feelings and emotions of people, or any other relevant response.

2 marks for identification and a description of each example, 1 mark for identification with no description, or a weak description with no identification.

(d) Distinguish between *reliability* and *validity*. [4]

Answers are likely to define reliability as the ability to repeat a study using the same procedures in order to give consistent results. Validity may be defined as data that is true-to-life, with the methods used measuring what they seek to measure. Other answers may try to highlight what is different between them, such as reliability aims to be accurate by being repeatable whereas validity aims to be accurate by being in-depth. Allow answers which highlight the point from specific empirical data.

2 marks for an accurate definition of each term or highlighted difference, 1 mark for a partial definition or naming of a difference.

(e) Describe <u>two</u> difficulties in recording data when carrying out *covert* observation. [4]

Answers are likely to discuss: the problem of recording data when under cover, data is often recorded after observation and therefore may be highly selective, the observer may become too sympathetic or present data in a partial way, ethical issues, or any other relevant response.

2 marks for identification and an accurate description of each difficulty. In order to gain both marks, it must be clear that the candidate is describing covert observation and not observation in general. 1 mark for identification with no description, or a weak description with no identification.

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(f) Describe <u>two</u> strengths and <u>two</u> limitations of using *non-participant* observation in sociological research. [8]

Likely strengths discussed: the observer may be able to take an overview rather than becoming involved, therefore gaining a greater understanding of the interactions observed. The observer is more likely to be objective as they do not become directly involved with the observed group, fewer ethical issues, more likely to be able to make observations at the time, not forced into deviant behaviour to maintain cover, and any other relevant response.

Likely limitations discussed: the observer may not have a valid picture of the group's interactions as they are not directly involved. The participants are less likely to act in a naturalistic manner if the study is overt, therefore damaging the validity of the study. It is difficult to uncover new questions or develop a new hypothesis, observer may only get a partial understanding, examples of non-participant observation such as Howard Parker's 'View from the Boys', or any other relevant response.

2 marks for each strength and limitation clearly identified and described, 1 mark for a partial description or the presentation of a strength or limitation related to observational studies but not directly related to non-participant observation.

Section B: Culture and Socialisation

2 Sociologists believe socialisation is very important in shaping a person's social development. The process of socialisation is supported by the use of sanctions and rewards.

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

Answers are likely to focus on the idea that socialisation refers to the process of learning an individual's culture/norms and values throughout their lives, transmitted from one generation to the next via family, religion, education etc.

2 marks for a clear and accurate definition, such as 'socialisation is the lifelong process whereby individuals learn the norms, values and customs of their society'. 1 mark for a definition which reveals a partial understanding, such as 'socialisation is the learning of behaviour'.

(b) Describe <u>two</u> sanctions that may be used to encourage social conformity. [4]

Examples include various legal punishments, such as fines, reports, warnings, as well as informal sanctions, such as criticism, ostracism, ridicule etc.

2 marks available for each example. 1 mark for an identification of a sanction and a further mark for a description of the named sanction. The naming of a punishment, such as prison, unsupported would be worthy of 1 mark; 'punishment' alone would fail to score.

The use of rewards can be applied as a positive sanction, e.g. gifts of sweets, merits and prizes. For 2 marks this should be linked to social conformity.

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(c) Explain how parents socialise their children. [6]

0–3: Undeveloped comments about the socialisation of children by parents, such as reference to language, dress, names, gender roles or teaching moral codes. One aspect well described can reach the top of the band. Other list-like undeveloped answers can also receive 3 marks.

4–6: At this level, there will be an attempt to demonstrate sociological knowledge in at least two points that look at how parents socialise their children, perhaps by referring to parents acting as role models, teaching basic skills, imitation, the use of rewards and sanctions etc. At the top of the band, answers will present a range of issues and some level of detail in their answers.

(d) How far do people from the same society share the same norms and values? [8]

0–3: At this level, answers are likely to a make a few general comments about culture or how people are similar, with little or no attempt to address the question. Other answers may describe norms and values or assert in a general way that people do share the same values. Others may state that norms and values are changing.

4–6: At this level, answers may outline a number of ways people may share the same culture, providing examples, such as shared values and norms. These answers may be supported by specific examples that can refer to such details as dress. Answers may explain how these are developed by making reference to the education system, the family etc. At the top of the band, answers are likely to show some assessment and may offer some examples of how norms and values may not be shared by referring to sub-cultures, for example by citing ethnicity, class, region, age or religion. Undeveloped responses, which raise the issue of a generally accepted framework of norms and values with individual differences but which do not develop these ideas, should be placed in this band. One-sided answers that see society either sharing or not sharing values are unlikely to score more than 5.

7–8: At this level, there will be a clear attempt to assess the ways individuals share values. Examples of religious, ethnic or political differences may be used to support arguments and various ways that values are shared as well as different are likely to be outlined. Another angle would be to develop ideas of role conflict in attempting to abide by norms and values. There may be reference to theoretical standpoints such as functionalism and Marxism.

3 Sociologists believe a person's gender roles are learned during their childhood and early adulthood. Gender is an important influence on a person's social identity.

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

Social identity refers to the way a person is categorised by others and themselves in society in terms of age, status, lifestyle, class, gender, ethnicity, nationality etc.

2 marks for a clear and accurate definition, such as 'social identity is the way that a person's position in society is regarded, which may be based on factors like age and gender' or 'the role of others, which can also influence perceptions of identity' or 'an explanation of the way others see you'. 1 mark for a definition which reveals a partial understanding, such as 'social identity is the role an individual plays in society', or a description of that role.

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(b) Describe <u>two</u> ways in which individuals learn their gender roles. [4]

Answers may discuss influence of parents, the peer group, school, media, religion etc. Alternatively, answers may mention two ways the one institution, such as the family, influences gender roles, for instance, through the imitation of parents, forms of play, the use of differential language or names by parents.

1 mark for identifying each way, a further mark for an appropriate description of the named way.

(c) Explain why young people usually conform to their gender roles. [6]

0–3: Undeveloped comments about how parents encourage their children into conformity can achieve up to 2 marks. In this band, answers are likely to be confined to one institution, probably the family. One aspect, such as gender socialisation, well described can reach the top of the band.

4–6: At this level, there will be an attempt to demonstrate sociological knowledge, perhaps referring to some of the following issues: the influence of parents, the effects of school and the peer group, reference to media images or use of rewards and sanctions. At the top of the band, answers may present a range of issues and examples of individuals or situations where people do not conform to gender stereotypes. At this level, there may be some examples of cultural difference in gender expectations.

(d) How far have gender roles changed in recent years? [8]

0–3: At this level, answers are likely to make undeveloped comments about how gender roles have changed, with reference to such aspects as family roles and relationships, with little or no attempt to address the question.

4–6: At this level, answers may outline a number of ways gender roles may be changing. Reference may be made to the increasing importance of women in the workforce, political rights, economic independence, role reversal, and acceptance of changing masculine identities with concepts such as the 'new man'. At the top of the band, answers are likely to show some assessment and may offer alternative arguments about the continued existence of traditional roles, especially in child-rearing, but responses are likely to lack development and be unsubstantiated. One-sided answers that see gender roles as either changing or not changing are unlikely to score more than 5.

7–8: At this level, there will be a clear attempt to assess the ways the roles of both men and women have changed. Answers are likely to make cross-cultural/historical comparisons and provide supporting examples. Reference may be made to feminist theory and how changing economic situations can influence gender roles, raising such issues as falling numbers of 'masculine roles' or female part-time work and legal changes. Also, the breakdown of traditional stereotypes may be related to functionalism.

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Section C: Social Stratification and Inequality

4 Absolute poverty is a greater problem in traditional societies. People in modern industrial societies are more likely to experience relative poverty.

(a) What is meant by the term *relative poverty*? [2]

Answers are likely to focus on the idea that this type of poverty relates to how an individual lacks possessions, opportunities, or finance for activities that are open to most people in that particular society.

2 marks for a clear and accurate definition, such as 'this is a type of poverty to be found within a society when someone or a group lacks the assets which most people within that society have so that they feel deprived when compared with them'. 1 mark for a definition which reveals a partial understanding, such as 'when you are poor compared with someone else'.

(b) Describe <u>two</u> examples of absolute poverty. [4]

Answers are likely to mention: lack of resources for the necessities of food, clothing, shelter etc.

1 mark for identifying each way, 1 mark for an appropriate description of that point, which can be by example. Also allow specific examples of absolute poverty.

(c) Explain why people remain in absolute poverty in some societies. [6]

0–3: At this level, answers are likely to be basic, perhaps making undeveloped comments about how such people find it hard to get jobs, or lack drive. One issue well explained may achieve up to 3 marks.

4–6: At this level, answers will discuss a number of reasons why people remain in absolute poverty, such as: the lack of education and skills, the lack of welfare provision in some societies, the prevalence of natural disasters, lack of opportunity, investment. At the top of the band, there is likely to be a range of reasons discussed, which may include reference to the way some groups exclude others and keep them in subservient positions. Other answers may link issues of poverty to Marxism, imperialism and power relations.

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(d) How far is poverty caused by factors outside of the individual's control? [8]

0–3: At this level, there are likely to be some undeveloped points about poverty or some assertive comments about the poor and their supposed characteristics. Ideas are likely to be simplistic and there will be a lack of detailed examples.

4–6: At this level, answers are likely to be more developed, making some attempt to discuss in some detail factors outside the individual's control. Answers are likely to focus on aspects of the external causes of poverty, such as the lack of employment opportunities, the lack of good education facilities, discrimination, natural and man-made disasters such as war, famine and floods. Towards the bottom of the band, answers are likely to be narrow in range or lacking development. At the top of the band, there is likely to be some attempt to address the question and offer some form of assessment, though this is likely to be limited. One-sided answers that see the factors within or more likely solely outside of the individual's control are unlikely to score more than 5.

7–8: At this level, answers are likely to be characterised by a range of specific examples and there will be an attempt to address the question directly, commenting on both cultural and external causes of poverty. At the top of the band, the answers are likely to be focused and well supported, perhaps by quoting theory such as Marxism or notions of structure versus culture and perhaps an understanding of how the cycle of deprivation can trap an individual.

5 In modern industrial societies social class is an important form of stratification. Sociologists use a person's occupation to identify their social class.

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

Answers will be likely to refer to the ways sociologists group people into different strata/layers by means of such criteria as class, gender, age, ethnicity, caste etc.

2 marks for a clear and accurate definition, such as 'the way in which the people of a society are divided up by characteristics such as age or ethnicity' or 'how society is divided into patterns or layers of unequal social groups'. 1 mark for a definition which reveals a partial understanding, such as 'the position people have in society' or candidates who give an example of stratification with no development.

(b) Describe <u>two</u> problems of using occupation to identify a person's social class. [4]

Likely problems identified: not all people have paid employment, some people have unearned income/inherited wealth, people may change occupations, some occupations are difficult to categorise, some occupation descriptions are very wide – a plumber could be an employee or own a firm of plumbers, some individuals have prestige, some groups such as migrants/ethnic minorities may be forced to take lower status jobs so status of origin is overlooked, women in paid employment are often categorised by their husbands' work, or any other relevant response.

1 mark for identifying each way, such as 'housewives are difficult to categorise'. 1 mark for an appropriate description, such as 'housewives are difficult to categorise as the job is essentially the same but not all housewives have the same social position'. Two points must be substantially different to gain full marks for each.

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(c) Explain why white-collar workers often have better working conditions than other groups of workers. [6]

0–3: Answers at this level are likely to give undeveloped, descriptive comments about the perceived differences in pay and hours between white-collar workers and other forms of employment, but there will be little attempt to answer the question directly. One aspect well explained, such as office environments compared with others, can reach 3 marks.

4–6: There will be a clear attempt to answer the question. Answers are likely to focus on issues such as: higher levels of education/training; longer periods of training leading to a relatively short supply of such white-collar workers/professionals; the ability of professional organisations to organise themselves effectively to improve pay and conditions. Answers that mention a range of factors, such as the power of some groups to set the agenda compared with the weakness of others, deteriorating conditions, deskilling, impact of technology, proletarianisation, the toxic office, could reach the top of the band. Also place at the top those candidates who raise the issue that not all white-collar/blue-collar workers are the same.

(d) How far does a person's social class background affect their life experiences? [8]

0–3: Answers at this level will be very basic, perhaps making undeveloped points about the lifestyle of one particular class or group possibly related to money/income. There will be little attempt to answer the question but one aspect well explained, such as availability of education, could reach 3 marks.

4–6: There will be some attempt to address the question, but issues are likely to be limited in their scope and depth. Likely issues to be discussed: socialisation practices, education, health, and work/leisure opportunities. Answers towards the top of the band should attempt to provide examples of these issues and provide some form of assessment, perhaps commenting, in a limited way, about the improved or declining opportunities for social mobility. One-sided answers that see social class either influencing or not influencing life experiences are unlikely to score more than 5.

7–8: A range of issues will be explored and there will be a concerted attempt to answer the question. There will be a clear attempt to provide some form of assessment. This may be through a discussion of improved chances of mobility created by improved educational opportunities, the expansion of more professional employment and a general rise in living standards in modern industrial societies, as well as the factors that limit life chances. Another approach would be to look at how other factors, such as ethnicity, gender criss-cross and class, affect life chances, whereas some individuals are able to succeed in spite of disadvantages.

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Section D: Power and Authority

6 Various forms of censorship are used in authoritarian regimes. However, in democratic societies people have more freedom of expression and the ability to influence their government.

(a) What is meant by the term *freedom of expression*? [2]

Answers are likely to focus on the ways various means of expression, such as free speech and political discussion, can be openly expressed in society.

2 marks for a clear and accurate definition, such as 'freedom of expression means that the individual has the right (supported by laws or constitution) to express their views openly on issues such as religion and politics in society' but it is not necessary to name examples to gain full marks. 1 mark for a definition which reveals a partial understanding, such as 'the right to say what you think'.

(b) Describe <u>two</u> ways in which censorship can be carried out. [4]

Likely answers: control of newspapers, banning political parties, stopping demonstrations, any specific example such as D-notice, or any other relevant response.

1 mark for identifying each way, 1 mark for an appropriate description of the way censorship works.

(c) Explain how power is maintained in authoritarian regimes. [6]

0–3: Answers at this level are likely to give undeveloped, descriptive comments about power in authoritarian regimes but there will be a limited range of issues discussed which are likely to be presented in a simplistic way.

4–6: There will be a clear attempt to answer the question. Answers are likely to focus on issues such as: the banning of opponents, the control of the media/Internet, education and major institutions, the denial of parliamentary rights and the use of coercive powers. Answers that mention a range of factors should reach the top of the band.

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(d) How far do you agree with the pluralist view that power is widely distributed in democratic societies? [8]

0–3: Answers at this level will be very basic, perhaps making general points about power and its distribution, maybe describing simple uses of power. There may be some reference to, for example, elections, but there will be little attempt to answer the question.

4–6: There will some attempt to address the question, but issues are likely to be limited in their scope and depth. Answers are likely to show some knowledge of the pluralist position, referring to the variety of ways government power is limited by pressure groups, public opinion, and/or the difficulty in effecting political change. Answers towards the top of the band should attempt to provide examples of these features of the political system and provide some form of assessment, perhaps commenting in a limited way on the power that governments have. One-sided answers that either agree or disagree with the pluralist view, even if this is by implication, are unlikely to score more than 5.

7–8: A range of issues will be explored and there will be a concerted attempt to answer the question. There will be a clear attempt to provide some form of assessment. This may be through a discussion of Marxist arguments about the existence of a ruling class (elite) and/or functionalist notions of consensus. Also, some groups have more power than others and not all groups, especially the disadvantaged, are represented. Points are likely to be clearly made and well supported. It is not necessary to state a personal view to gain full marks.

7 The mass media play an important role in setting the political agenda in democratic societies. Political parties have an equally important role in shaping public opinion.

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

Answers are likely to refer to the idea that the media concentrate on certain political issues over others in order to create public debate and channel attention to these areas.

2 marks for a clear and accurate definition, such as 'when powerful groups such as the media decide which issues are important and should be discussed and which are not', i.e. gatekeeping. 1 mark for a definition which reveals a partial understanding, such as 'when people like politicians try to control political thinking'.

(b) Describe <u>two</u> ways in which the mass media may influence political discussion. [4]

Answers are likely to focus on: the way the media may focus on certain issues, popularise certain views, present certain positive and negative images of politicians and political issues, or any other relevant response.

1 mark for identifying each way the media may influence political discussion and a further mark for an appropriate description.

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(c) Explain how political parties try to influence voters at election times. [6]

0–3: Answers at this level are likely to give undeveloped, descriptive comments about the ways political parties try to increase their support. Some reference might be made to the ways parties seek to present their policies, but there will be a limited range of issues discussed which are likely to be presented in a simplistic way.

4–6: There will be a clear attempt to answer the question. Answers are likely to focus on issues such as: the presentation of policies, manifestos, presenting other parties negatively, canvassing, campaigning, buying advertising, holding public meetings, using opinion polls and party political broadcasts. Seeking the favour of the media (Blair and Murdoch) could also be used. Some reference may be made to targeting key areas, gaining the support of key media personalities and even bribery in order to win elections. Answers that mention a range of factors should reach the top of the band.

(d) How far do governments use the mass media to help maintain power? [8]

0–3: Answers at this level will be very basic, perhaps making undeveloped points about how the mass media can be used to shape the political debate. There will be little attempt to answer the question directly.

4–6: There will some attempt to address the question, but issues are likely to be limited in their scope and depth. Answers may focus on the need for governments to try to manage the media, the need to present new initiatives in the media, propaganda, the need to try to create a positive image in the media, government news channels. Answers towards the top of the band should attempt to provide some range of issues and provide some form of assessment, perhaps commenting on the way governments may use the media to try to promote policies that maintain their electoral popularity or media opposition. This can be done by specific examples, such as Roosevelt's fireside chats. One-sided answers that see that the media either do or do not help governments maintain power are unlikely to score more than 5.

7–8: A range of issues, such as the band-wagon effect, can be explored and there will be a concerted attempt to answer the question. There will be a clear attempt to provide some form of assessment and there may be some consideration of the role of the media in different types of regimes. Answers which develop examples of media opposition or challenge to governments or the use of the new media in opposition to governments and discuss the 'how far' should be placed here. This may involve some reference to Marxist and/or pluralist views, which suggest that there is often close contact between the owners of the media and senior government ministers, or not. The fact that there may not be consensus support for the government by all the media, which can hamper government control, can be used in assessment.

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