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

0495/21 Paper 2, maximum raw mark 60

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International Examinations

Section A: The Family

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

A form of marriage in which one member can be married to two or more members of the opposite sex at the same time.
A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

(b) Describe <u>two</u> reasons why monogamy is the main form of marriage in modern industrial societies. [4]

Reasons include the stabilisation of sexual relationships, a form of social control, religious/moral values. (2×2)

(c) Explain why the number of marriages has been steadily declining in many modern industrial societies. [6]

Explanations include, for example, rising cost of weddings, acceptability of cohabitation, secularisation, changing role of women, greater concentration on career for both men and women.

Level 1 (0–3)
A few basic points, possibly relying on assertion rather than sociological reasoning.

Level 2 (4–6)
Several relevant sociological points with direct linkage to the question.

(d) How far is marriage still an important institution in modern industrial societies? [8]

Level 1 (0–3)
Answers at this level may be based on assertion and personal opinion.

Level 2 (4–6)
Some basic sociological points may be made at this level. Answers may be narrow or one-sided.

Level 3 (7–8)
The evidence supporting the claim that marriage is less important refers to the rising divorce rate, the decline in first marriages, possibly the decline in church weddings, the trend towards serial monogamy (although this could also be used as evidence to support the contrary view). Evidence and arguments against the declining importance would include the increase in remarriages, the fact that marriage is still the dominant form of cohabitation, and the difficulty of assessing how important marriage was in the past.

Good coverage of some relevant evidence is required to trigger this band. To reach the top of the band, there has to be some attempt at assessment.

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

A clear division and separation between the roles of the male and the female partner in a marriage or in a cohabitating couple.

A clear answer along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

(b) Describe <u>two</u> reasons why some men may be sharing more tasks in the home today. [4]

Changing occupational structure and job opportunities: increase in male unemployment; changing expectations of women; growth of middle classes, etc.

One mark for identifying a relevant factor and a further mark for describing that factor accurately. (2×2)

(c) Explain the problems women may face in trying to achieve equal relationships with men in the family. [6]

Level 1 (0–3)
The problems that women face in trying to achieve equality in the home include, for example: lack of economic power; opposition from other family members; negative attitudes and values in the wider society; indifference or opposition from their partner, struggling against their own gender socialisation.

Level 2 (4–6)
The answer will display appropriate sociological knowledge and evaluation. At the top of the band there will be a clear attempt to assess.

(d) To what extent are women disadvantaged in society by the roles they play in the home? [8]

Factors include, for example, restrictions on employment due to responsibilities of caring for children/elderly. Women are often found in low-paid part-time jobs. Indifference or opposition from their partner, struggling against their own gender socialisation.

Level 1 (0–3)
A few general points based on common sense rather than sociological insight may be expected at this level.

Level 2 (4–6)
A few relevant sociological observations are made, possibly focusing on just one or two problems.

Level 3 (7–8)
The answer will be discussed at this level. To reach the top of the band, the 'extent' part of the question will be addressed.

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Section B: Education

3 (a) What is meant by the term *culture of masculinity*? [2]

A socially constructed set of norms, values and expectations that serve as standards for forms of 'typically' male behaviour.

A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

(b) Describe <u>two</u> ways in which girls may be treated differently to boys in schools. [4]

Examples include school uniforms, subject and career guidance, attitudes and expectations of teachers, gender-based sports and sexism in textbooks. (2×2)

One mark for an example and one mark for development.

(c) Explain why girls are now achieving better examination results than boys in many modern industrial societies. [6]

Explanations include, for example, changes in the curriculum and in teachers' attitudes, greater employment opportunities for women, and the culture of masculinity may be mentioned in relation to the educational achievement of boys.

Level 1 (0–3)
A few simple observations possibly relying on assertion rather than sociological reasoning.

Level 2 (4–6)
Several relevant sociological points will appear at this level.

(d) How far can educational underachievement be explained in terms of cultural deprivation? [8]

Factors such as, for example, the middle class nature of schooling, restricted and elaborated language codes, lack of interest/stimulation from parents and the culture of masculinity may appear.

Level 1 (0–3)
A few simple observations are made, possibly relying on assertion rather than sociological reasoning.

Level 2 (4–6)
Two or more relevant sociological points or one well-reasoned point are made, for example, an account of labelling and the self-fulfilling prophecy.

Level 3 (7–8)
Several relevant sociological points will be made and to reach the top of the band the 'how far' part of the question will be addressed.

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4 (a) What is meant by the term *hidden curriculum*? [2]

Attitudes and behaviour which are taught through teachers and schools but are not part of the formal timetable.

A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

(b) Describe <u>two</u> examples of how the official curriculum can affect educational performance. [4]

Examples include streaming and setting, sexism or racism in the curriculum, school resources, cultural bias and the middle class nature of schools. (2×2)

(c) Explain why pupils from disadvantaged groups may be treated unequally at school. [6]

Reasons include, for example, labelling, teachers' expectations, stereotyping, racism and prejudice, language and social class issues.

Level 1 (0–3)
A few basic observations about inequality in schools.

Level 2 (4–6)
Several relevant points linked directly to the question.

(d) How far have policies to promote equal education helped to improve the performance of all pupils? [8]

Issues are many and varied, including comprehensive education, national curriculum, race and gender laws and compensatory education.

Level 1 (0–3)
A few general points with little linkage to the question.

Level 2 (4–6)
Two or more relevant sociological points relating to educational policies and pupils' performance.

Level 3 (7–8)
Several relevant points will be discussed and to reach the top of the band the 'how far' part of the question will be addressed.

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Section C: Crime, Deviance and Social Control

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

Failure to conform to social norms of society.

A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

(b) Describe <u>two</u> examples of criminal behaviour. [4]

Examples are many and varied and may include youth crime e.g. vandalism, joy-riding, white-collar or corporate crimes e.g. fraud, embezzlement. (2×2)

(c) Explain why some acts are defined as deviant while others are not. [6]

Explanations such as time, place, society or social group are all acceptable here.

Level 1 (0–3)
A few basic points are made, possibly relying on assertion rather than sociological reasoning.

Level 2 (4–6)
Several relevant points or one well-reasoned point are made in some depth.

(d) Assess the view that laws in society serve the interests of the ruling class. [8]

Level 1 (0–3)
A few general points about who benefits from social control, with little or no sociological foundation, may be worth 2 or 3 marks.

Level 2 (4–6)
At this level, candidates may consider Marxist versus pluralist views of social control, although answers may lack depth and/or breadth.

Level 3 (7–8)
In the Marxist perspective, the existence of social rules is seen to benefit the ruling class. Pluralists see the benefits more evenly distributed between various sections of society. An answer along these lines, if well expressed, would be worth 7 or 8 marks.

6 (a) What is meant by the term *crime rates*? [2]

The number of crimes appearing in the official statistics for different offences per one thousand of the population.

(b) Describe <u>two</u> reasons why working class people appear to commit more crime. [4]

Reasons include poverty, unemployment, lack of education, more likely to fit the police stereotype of a criminal, more likely to be convicted if caught. (2×2)

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(c) Explain the reasons why crime rates are higher in urban areas than they are in rural areas. [6]

Reasons include, for example, social deprivation, more opportunity to commit crime, greater police presence in urban areas and police tendency to issue more informal warnings in rural areas.

Level 1 (0–3)
A few basic points are made, possibly relying on assertion rather than sociological reasoning.

Level 2 (4–6)
Several relevant sociological points will appear at this level.

(d) Assess the view that social class is the main influence on who commits crime in modern industrial societies. [8]

Working class may genuinely commit more crimes, and the reasons for this may be explored in answering the question. Differences in the treatment of suspects and the way law enforcement agencies view crime may also have an influence on why working class people appear to commit more crimes. However, good answers will also consider ethnicity and gender in relation to crime.

Level 1 (0–3)
A few general points based on common sense rather than sociological insight can be expected at this level.

Level 2 (4–6)
A few relevant sociological observations are made but answers will lack depth and extension at the lower end of the band.

Level 3 (7–8)
Several relevant explanations will be explored and, at the top of the band, a balanced and well-reasoned conclusion will be reached.

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Section D: Mass Media

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

Defining a person or group of people in a particular way or as a certain 'type'.

A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

(b) Describe <u>two</u> groups of people who are more likely to be labelled by the mass media. [4]

Examples include ethnic minorities, unemployed and people living in poor urban areas, and young working class males. (2×2)

(c) Explain the likely consequences for a group of people once they have become labelled. [6]

Level 1 (0–3)
A few generalised common-sense points rather than sociological insight.

Level 2 (4–6)
Several relevant sociological observations will be made and discussed in reasonable detail.

(d) Assess the view that some groups of people have the power to label more than others. [8]

Level 1 (0–3)
Answers at this level may be confined to general comments about labelling, with little linkage to the question.

Level 2 (4–6)
A range of relevant sociological points with reference to powerful groups will appear at this level, for example, the upper classes or elite in society, the police and judiciary and the mass media.

Level 3 (7–8)
At this level there will also be some attempt at assessment.

8 (a) What is meant by the term *dominant values*? [2]

The ruling values within a society.

A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

(b) Describe <u>two</u> examples of dominant values in modern industrial societies. [4]

Examples include religious and moral values, economic and political values. (2×2)

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(c) Explain how the mass media can influence the values of young people. [6]

Young people can be influenced by TV, the Internet, magazines, music, fashion etc. and through the use of celebrities and popular images.

Level 1 (0–3)
A few generalised common-sense points rather than sociological insight.

Level 2 (4–6)
Several relevant sociological observations will be made and discussed in reasonable detail.

(d) How far are the dominant values of society shaped by the mass media today? [8]

Level 1 (0–3)
A few generalised common-sense points rather than sociological insight.

Level 2 (4–6)
Several relevant sociological observations will be made and discussed in reasonable detail.

Level 3 (7–8)
At this level, assessment will appear and views other than the influence of the mass media will be discussed.

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