CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2012 series

0495 SOCIOLOGY

0495/12 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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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Cambridge is publishing the mark schemes for the October/November 2012 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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Section A: Research Methods

1 Positivist sociologists prefer quantitative methods of data collection. Quantitative data is often collected by means of a social survey in which the researcher gathers responses from questionnaires or structured interviews. Whichever method is used, the researcher has to identify a sample. However, the type of sample they choose will have a significant effect on the *validity* of the results obtained.

The researcher must also decide whether to carry out a pilot study. The results of a pilot study will enable plans to be reviewed and may help decide which sampling method to use. The variety of sampling methods available to the researcher is vast, including *random sampling*, quota sampling, stratified sampling and the rarely-used snowball sampling. Each of these types of sampling has strengths but with each there are limitations. However, the choice of sampling method will influence the outcome of the research, as will the accuracy of the *sampling frame*.

Other researchers reject quantitative research methods in favour of qualitative methods.

(a) What is meant by the following terms:

(i) Validity [2]

Research which gives an accurate/true representation of social reality.

1 for a partial description such as research which is true/reflects the whole population
2 marks for a full description such research which reflects what is true/accurate/ authentic/unbiased about what they are describing in society.

NB do not credit answers which assert that it is data being checked by another researcher or respondents telling the truth.

(ii) Random sampling [2]

Samples selected from a larger group by random means such as names out of a hat or every 100th name.

1 for a partial description such as when researchers take names out of the hat, select by a pattern or choose every nth person, or not organised
2 marks for a full description such as when the sample is selected without using controlled methods when everyone in the survey population has an equal chance of being selected without reference to characteristics.

NB answers should do more than repeat the word random in another context to gain marks.

(iii) Sampling frame [2]

A list of the total population/all the names of those to be included in the survey population from which the sample will be selected in which the researcher is interested.

1 for a partial description such as a list from which you select people
2 marks for a full description such as it is the total population in which the researcher is interested from which they will select their sample.

NB do not credit answers which confuse sampling frame with sample.

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(b) Explain <u>two</u> reasons why snowball sampling is rarely used. [4]

Valid answers can include reasons such as difficult method to manage, need experienced researchers, maybe unrepresentative (share the same characteristics), biased, can be lengthy, need to have a trustworthy contact, difficult to plan as you do not know who your subjects are when you start, may lack validity (reliability) as the subjects may not have the characteristics you needed, samples are usually small therefore lack validity, danger to researcher where research is likely to be used, no sampling frame therefore not representative, most other methods yield better results, little use with questionnaires as unlikely to be passed on and any other valid response. Time and cost need to be placed in context. Limited answer one mark, developed answer two marks.

2 points should be made for which up to 2 marks are available.
1 mark for identifying a reason
2 marks for both the identification of a reason and an explanation of why the method is rarely used.

NB do not credit answers which assert it isn't used as it generates lots of data or reasons why this method would be used apart from unusual research that needs to target hard to reach groups. Do not credit answers which assert that it not popular so is rarely used.

(c) Describe <u>two</u> reasons why questionnaires are a good method for collecting quantitative data. [4]

Valid answers can include they are useful for collecting data about the lives, attitudes, opinions and behaviour of people, suitable for both large and small scale research, and straightforward to collect. Once collected the information can be analysed or any other valid answer.

2 marks available for each appropriate example.
1 mark for identifying a reason such as can give accurate data/provides quantifiable data
2 marks for both the identification of a reason and an explanation of why the method is useful for collecting quantitative data.

NB can credit straightforward but not time saving alone. Answers should relate to what is good about questionnaires for collecting data and not analysing it once you have got the data.

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(d) Describe <u>one</u> strength and <u>one</u> limitation of using structured interviews to collect data. [4]

Strengths: can include practical advantages, quick and fairly easy to administer, good response rate, useful for straightforward information, results easily collated which makes them suitable for hypothesis testing and any other valid example.

Limitations: can include problems of training the interviewers, reach fewer respondents than questionnaires, those willing to be interviewed may be untypical, presence of the interviewer may lead to the interviewer effect and any other valid answer.

The answer should offer two examples, one strength and one limitation, and 2 marks are available for each.
1 mark each for identifying a strength and limitation
2 marks for both the identification of a strength and limitation and an explanation of why it provides positive or negative advantages.

NB Candidates don't have to specify closed or open questions in interview so allow any accurate interview type. Allow answers that state respondents can express views if questions are open. In structured interviews respondents don't write their answers down.

(e) Distinguish between stratified random sampling and quota sampling. [4]

Stratified random sampling is likely to be described as first dividing (stratifying) the population into groups and then selecting randomly from each group. There is no limit to the number of groups. If only stratified or random are described then allow 1 mark.

Quota sampling is likely to be described as population is divided into groups but then the same number are selected from each group regardless of the size of the group.

2 marks available for each appropriate example.
1 mark for identifying a difference
2 marks for both the identification of a difference and some development of this difference.
Candidates should identify differences but allow answers which do this by the juxtaposition of definitions of each rather than by direct comparison.
1 mark for a partial definition of each type of sampling and 1 mark for the development of the definition.

NB this question is not about why such samples are used.

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(f) Describe <u>two</u> strengths and <u>two</u> limitations of using qualitative research methods in sociology. [8]

Strengths: can include uncovering the meaning that actors bring to their reality, can achieve *Verstehen*, give useful insights into human feelings and behaviour and any other valid example.
Limitations: can include lack of standardisation, lack of objectivity, lack of numerical data to analyse, small number of respondents on which to base findings, generalisations cannot be made from their findings and any other valid answer.

The answer should offer two examples of strengths and two limitations and 2 marks are available for each example.
1 mark for identifying a strength or limitation such as these methods help to uncover meanings
2 marks for both identification of a reason and some development such as these methods help to uncover meanings by showing how people feel about the situations in which they are to be found.

NB candidates may identify several points instead of two of each and run into each other, only two strengths and two limitations can be awarded and marks cannot be credited for naming more than two. Only allow time/cost/resources if put in context.

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Section B: Culture and Socialisation

2 There are different views about the factors that shape human behaviour. One view is that human nature is the main factor, while another view emphasises the importance of nurture.

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

The way in which a child is cared for and socialised within a given society.

1 mark for a partial definition such as the way in which children are raised/socialised/looked after/taught/emotionally developed
2 marks for a developed definition such as the way culture/socialisation/society expects children to be raised to consider both behaviour or attitudes/values.

NB do not credit answers which state that it is the opposite to nature as this is not a definition or description of the term.

(b) Describe <u>two</u> ways in which a child can be nurtured. [4]

Any two appropriate examples of child-rearing practises, such as providing food, clothing, shelter, education, language, religion, imitation, formal, informal or specific customs or culture from specific societies.

1 mark for identification of a way or asserting are influenced by culture
2 marks for an identification and a description of this practise × 2.

NB answers should not be of lists of what parents must do to raise children 'properly'. Can accept rites of passage as long as this is put in context.

(c) Explain how behaviour may be shaped by human nature. [6]

0–3: At this level answers are likely to be simplistic comments about physical characteristics. Answers which just list types of human behaviour, outline what can be seen as human instinct or which just describe nurture and do not mention nature so are implicitly arguing that it has little influence should be placed here. Other answers may state that this relates to lack of socialisation so nature takes over as well as answers which interpret 'nature' as personality or traits such as greed/laziness.

4–6: Allow answers which interpret human nature as biological characteristics or describe what human behaviour would be like without socialisation. Perhaps by describing feral children. Allow at the bottom of the mark band by arguing that socialisation does not account for all behaviour. Answers based on more sociological knowledge factors such as gender and ethnicity may be considered but some may also link these to culture. Answers which correctly identify one connection such as gender should be awarded 4 marks. Intelligence, socio-biology and physical characteristics may well be referred to.

NB there is no requirement to refer to nurture in this question.

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(d) To what extent does nurture influence human behaviour? [8]

0–3: At this level answers will be simplistic and talk about aspects of growing up rather than how they influence development but such comments will always lack range. There may be some unrelated points made about feral children or weak comments based on how the amount of wealth in the background of an individual influences what they can do.

4–6: At this level answers will begin to develop a better understanding of the question and there will be some consideration of how socialisation influences development. Factors such as gender and social position and how this influences roles and behaviour may be included. One sided arguments that state that nurture does or does not influence human behaviour are unlikely to score more than 5 marks.

7–8: At this level answers will focus directly on the question and provide some form of assessment, although this may be basic. There may be consideration of the socialisation process and the development of language and roles within a culture. Some answers may consider the nurture-nature debate and the significance of each. Those that do this well should receive 8 marks.

3 Conflict theorists believe that social order is imposed through the use of coercion. However, functionalists argue that social order is achieved through shared values.

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

Rule exercised by force or threat of force.

1 mark for a partial definition such as using violence/conflict to make people behave
2 marks for a developed definition such as when individuals are forced/threatened/ blackmailed so that they do as others want them to.

(b) Describe <u>two</u> agencies that have the power to use coercion. [4]

Answers can select from government, police, prisons, army, courts, workplace, family, schools and any other valid example. A mark can be gained for naming any of these but the second mark can only be credited if the description shows how the use of this power is coercive and not that of legitimate authority.

1 mark for identification of an agency
2 marks for an identification and description of the basis of the power of this agency such as martial law × 2.

NB Do not credit political people/kidnappers/armed robbers. Credit answers where candidates describe two appropriate agencies and answers which highlight how people can use riot/rebellion/strike as coercion.

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(c) Explain the ways through which people learn to follow the norms and values of society. [6]

0–3: A few comments about parents disciplining their children may be made or people obeying laws. Other answers may be limited to descriptions of how some institutions such as schools work to enforce order.

4–6: Answers are more likely to have sociological knowledge and include imitation, rewards, sanctions, social acceptance and any other valid response. Answers in this mark band will refer in an accurate way to the way in which at least two agencies such as family, education, media, religion, and peer group socialise individuals into the norms and values of society. Making the distinction between norms and values may also be an indication that the answer is in this mark band. Answers which name formal and informal means are likely to be gaining a mark of six.

(d) To what extent is social order based on shared values? [8]

0–3: At this level answers are likely to be simplistic with some comments that children learn to do as they are told but such comments will always lack range. Other answers may argue that everyone has to do as they are told or confuse social order with giving orders or making laws. Answers which describe/account for shared values with no reference to social order or vice versa should be placed in this band.

4–6: At this level answers will be more sociological and may refer to functionalists or Marxists. Answers are likely to either agree that people do conform or argue that they are coerced. One sided arguments that state that social order is, or is not, based on shared values are unlikely to score more than 5 marks. If both sides are described even if they do not use the functionalist Marxist terms then a mark of 6 can be awarded. Answers that argue that it is not based on shared values are likely to introduce the concept of sub-culture.

7–8: At this level answers will focus directly on the question and provide some form of assessment, although this may be basic. Some differentiation may be made about the type of society being described and whether the values of the different groups are shared or whether it is forced within different societies. In this mark band the terms functionalist and Marxist should be used. At the top of the mark range the concept of value consensus may be used.

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Section C: Social Stratification and Inequality

4 Marxist sociologists have suggested that modern industrial societies have undergone a process of proletarianisation, through which white-collar work has become deskilled. Deskilling has also occurred amongst blue-collar workers.

(a) What is meant by the term *blue-collar workers*? [2]

Manual occupation where traditionally workers would have worn overalls instead of a suit.

1 mark for a partial definition such as people who have to work hard/working class
2 marks for a developed definition such as individuals who do manual/physical work.
Naming a job like sewer worker can be credited 1 mark but the nature of blue collar must be directly addressed for 2 marks.

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

Any valid examples of jobs that lose skill and become simplified and routinised, such as in the print industry, chefs becoming fast food workers or the introduction of computerised offices.
Generic examples: Any example of technology replacing skill levels within employment; or division of labour leading to routine tasks, i.e. focus on one small aspect of the job.

1 mark for identification of a job that has deskilled
2 marks for an identification plus description of this job or the way in which it can be seen to have deskilled × 2.

NB allow 1 mark for answers which assert that changing technology takes human skill from work/makes skilled workers redundant. Do not credit answers which state new technologies do not allow skilled workers to find jobs. Naming clerical workers alone is not enough for one mark unless supported by changing skill base in some offices.

(c) Explain why some types of employment are more likely to experience deskilling. [6]

0–3: At this level answers are likely to be simplistic comments about technology taking skill away. Answers which describe how individuals are unlikely to be employed or argue that individuals cannot get skilled jobs as they lack education will probably be worth one mark. Other answers may describe jobs that are seen to have deskilled or been taken over by machines.

4–6: Answers will be based on more sociological knowledge about the changing nature of work and how some jobs have become routine due to the introduction of technology or the organisation of tasks. Reference may be made to the nature of such employment as assembly line work. Some may note that some professional jobs have escaped this whereas others such as some legal work has become routinised.

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(d) Assess the extent to which proletarianisation has occurred. [8]

0–3: At this level answers will be simplistic and talk about jobs being routine but such comments will always lack range. Others may describe the types of manual jobs like mining that have shrunk or describe what the proletariat is without answering the question.

4–6: At this level answers will begin to develop sociological points about increasing separation of the types of work in modern industrial societies and that the lower middle class are indistinguishable from the working class. Credit answers in this band that contrast the characteristics of jobs that have deskilled as opposed to those that haven't such as production/service or primary/secondary compared to tertiary. One sided arguments that state that proletarianisation has or has not happened are unlikely to score more than 5 marks. Answers which show that changing job markets have brought new skills as well as loss of skill should receive a mark of six.

7–8: At this level answers will focus directly on the question and provide some form of assessment, although this may be basic. Reference may be made to both the new sort of highly skilled and well rewarded work such as investment bankers as compared to other sorts of employment that have become more working class such as teaching. Other answers may point to the growth of the middle groups in society and the shrinking of the traditional working classes. Some reference to Marxist theory may be made. Also credit answers which juxtapose proletarianisation and embourgoisement.

5 Stratification continues to be a feature of almost all societies, though there may be less inequality in modern industrial societies than in traditional societies. Social class is the basis of stratification in modern industrial societies, and in some of these societies an aristocracy remains part of the class system.

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

A member of a titled/elite group with inherited/ascribed high social status.

1 mark for a partial definition such as a lord/upper class/landowner
2 marks for a developed definition such as a privileged group in society who have titles.

NB Credit answers which define aristocracy as a political system provided they refer to an elite group with ascribed or inherited power.

(b) Describe <u>two</u> examples of social inequality. [4]

Any examples such as gender (glass ceiling), ethnicity/race, disability (marginalisation), wealth, closed stratification systems (e.g. caste), class, traditional or any other valid example.

1 mark for identification of an inequality
2 marks for an identification and description of why this is inequality × 2.

NB wealth can be used for different inequalities if supported well by different reasons such as education and health.

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(c) Explain how an individual can change their social class position. [6]

0–3: At this level answers will be simplistic and describe a process such as getting a better job. Other answers may refer to one influence such as education and explain that well to gain 3 marks. Answers in this mark band are likely to be restricted to upward mobility only.

4–6: Answers will be based on more sociological knowledge and describe both upward and downward mobility through employment, marriage or luck (good and bad). Answers which refer only to upward mobility should be awarded a maximum of 5 marks. Detailed answers which note that mobility can be up and down award 6 marks.

(d) To what extent has there been a reduction in social inequality in modern industrial societies in recent years? [8]

0–3: At this level answers will be simplistic and describe how societies have become more meritocratic or not but such comments will always lack range and may be limited to references to education. Other answers may describe changes such as education or the position of women with no reference to equality/inequality.

4–6: At this level answers will begin to develop the arguments that modern industrial societies offer more equality of opportunity through education and the more open nature of societies, some may concentrate on gender inequality or compare the past to contemporary society. One sided arguments that state that there has or there has not been a reduction in inequality are unlikely to score more than 5 marks. Answers which indicate that this may vary between or within societies OR depend on interpretation of evidence should be awarded a mark of six. Other answers may identify the importance of equal opportunity legislation in terms of gender and ethnicity, the ability of individuals to choose their own marriage partners and lessening class barriers.

7–8: At this level answers will focus directly on the question and provide some form of assessment, although this may be basic. Both the changing nature of class (or another factor) and the ability of some to move up (and down) through such processes as education, a changing jobs market, the level of social closure and elite self-recruitment and the difference in status between new and old money may be looked at.

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Section D: Power and Authority

6 It has been claimed that, even in democratic political systems, elite groups control the power of the state.

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

The political apparatus of any society including legislature, judiciary, executive, police and armed forces.

1 mark for a partial definition such as the country in which people live/it controls decisions
2 marks for a developed definition such as the government which rules a country.

NB do not credit the leaders of society.

(b) Describe <u>two</u> political systems. [4]

Any valid example either by genre, such as democracy, dictatorship, monarchy or specific named societies.

1 mark for identification of a system
2 marks for an identification plus description of this system × 2.

(c) Explain what means the state uses in exercising its power. [6]

0–3: At this level answers will be simplistic and talk about the power of money or using the army/police in relation to government. Other answers may reference the passing of laws and media campaigns.

4–6: Answers will be based on more sociological knowledge and the ways in which the state can access manpower and wealth, whether through taxation, capital loans or its institutions, this may be applied through the police and courts. Answers which correctly use ISA (education, media, religion and family) or RSA (police, prisons, courts and army) should be awarded 6 marks.

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(d) To what extent do elite groups dominate all political systems? [8]

0–3: At this level answers will be simplistic and talk about how elites have all the control in states because they have the power/wealth/dominate, but such comments will always lack range. In this mark band there is unlikely to be any discrimination between different types of political systems.

4–6: At this level answer will begin to develop the elite theories of power and the inevitability of an elite class establishing itself, perhaps by using the media, no matter what the form of government. One sided arguments that state that elites do or do not dominate political systems are unlikely to score more than 5 marks. Answers which show that elite power can be limited or that note the role of elites in different types of political systems should be awarded a mark of six.

7–8: At this level answers will focus directly on the question and provide some form of assessment, although this may be basic. There will be an assessment of the elite theories and these will be contrasted to the pluralist theories of elites representing the population and may also include Marxist theories.

7 It is claimed that class de-alignment has occurred in some modern industrial societies and that this is affecting voting behaviour. In these societies the concept of political socialisation would seem irrelevant.

(a) What is meant by the term *class de-alignment*? [2]

The break down of voting based on class lines i.e. the working class voting labour and the middle class conservative.

1 mark for a partial definition such as when class no longer matters in voting
2 marks for a developed definition such as when you can no longer be sure that working people will vote one way and richer people another.

(b) Describe <u>two</u> influences on voting behaviour, apart from social class. [4]

Any valid examples such as gender, age, ethnicity, media, family, religion, peer group and corruption.

1 mark for identification of an influence
2 marks for an identification plus a description of this influence × 2.

NB social class cannot be awarded but caste could.

(c) Explain the role of political socialisation in the political process. [6]

0–3: At this level answers are likely to be simplistic comments about how children learn/are taught about society/politics.

4–6: Answers will be based on more sociological knowledge that political socialisation is not only dependent on the family but also other socialising institutions that impact throughout life such as peer group, school, locality and occupation.

NB do not credit answers which explain why people should vote or why young people do not.

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(d) To what extent has class de-alignment occurred in modern industrial societies? [8]

0–3: At this level answers will be simplistic and talk about how either class continues to be an important factor of voting choice or no longer has an effect, but such comments will always lack range.

4–6: At this level answers will begin to develop a more thorough range and will consider the nature of class alignment and if this has or has not changed. One sided arguments that state that de-alignment has or has not happened are unlikely to score more than 5 marks. Answers which quote statistics to show that voting by class still exists but also show how this may no longer apply to all groups should be awarded a mark of six. Answers which link to voting behaviour but deviate into issues of elite-self recruitment and inherited wealth should be placed in this mark band.

7–8: At this level answers will focus directly on the question and provide some form of assessment, although this may be basic. Not only should class alignment and class de-alignment be looked at but other factors that influence voting behaviour such as gender, ethnicity, pragmatism, tactical voting and locality.

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