CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2012 series

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

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Section A: Research Methods

1 Many sociologists favour the positivist perspective. Positivists seek to identify patterns and *trends* in society. To achieve this, they use methods that are designed to gain *quantitative data*. Positivists believe that these methods allow the patterns and trends in society to be studied in an objective way. Positivists also prefer using large-scale surveys and for this they identify a *survey population*. They believe that generalisations can be made from these surveys that researchers can then test.

By contrast, sociologists who favour the interpretivist perspective prefer to collect information through smaller scale studies. Interpretivist sociologists believe that this is the best way to understand the meanings and motives that influence the way individuals act in society. Participant observation is a method widely used in carrying out detailed, small-scale studies of group behaviour.

(a) What is meant by the following terms:

(i) Trends [2]

Identifying the increases, decreases in the amount of social behaviour or if it stays the same.

1 mark for a partial description such as identifying changes/patterns
2 marks for a full description such as identifying how behaviour changes by going up, down or staying the same.

NB do not credit answers which confuse trends with trendy, things that most people do or what you are hoping to discover.

(ii) Quantitative data [2]

Data gained from large scale studies that can be analysed, codified and measured.

1 mark for a partial description such as data which can be analysed/uses numbers and graphs OR data that is large scale
2 marks for both elements.

NB do not credit answers which sate it is information gathered in words or describe how it is collected.

(iii) Survey population [2]

The whole population that could be investigated from which a sample is selected.

1 mark for a partial description such as the group from which the sample is selected (allow 1 mark for census of a whole population)
2 marks for a full description such as all the people who fit the criteria to be studied, from which a smaller group is selected.

NB do not credit surveys of the whole population of a region.

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(b) Explain <u>two</u> reasons why positivists prefer using large-scale surveys. [4]

The answer should look at two reasons in relation to large-scale surveys.
Answers that relate to the nature of positivism and how to identify trends and use these to predict social behaviour; the practical advantages of this method, ability to make generalisations, give quantitative data, objective means of study.

2 marks available for each reason.
1 mark for identifying a reason
2 marks for both identification of a reason and an explanation of why positivists prefer large-scale surveys. Do not allow answers which refer to the way in which the survey can be carried out such as questionnaires.
Allow 1 mark for reliability/accuracy but only allow 2 marks if it is made clear why this method is reliable.

NB do not credit validity. If time alone give no credit but it can gain credit if it is justified.

(c) Describe <u>two</u> different methods of carrying out a social survey. [4]

Likely examples will be questionnaires or interviews or any other valid method, allow 1 mark for answers which use social networking sites or email.
2 marks available for each appropriate method.
1 mark for identifying a method
2 marks for both identification of a method and an explanation of how the method works.
Allow 1 mark for answers which describe a method without naming it.

NB do not credit methods of sampling.

(d) Describe <u>one</u> strength and <u>one</u> limitation of positivist methods. [4]

Strengths: likely examples will be cheap (if justified), quantitative, easy to repeat, ability to generalise, data can be analysed easily, less chance of researcher bias and any other valid example.

Limitations: lack insights, cannot follow up new ideas or any other valid example.

2 marks available for each appropriate example of one strength and one limitation.
1 mark for identifying a strength/limitation
2 marks for both identification of a strength/limitation and an explanation of why it is a strength/limitation.

NB reliable/unreliable alone is not enough of an explanation about a factor to gain 2 marks. Allow reliability but not validity.

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(e) Describe <u>one</u> strength and <u>one</u> limitation of small-scale studies. [4]

Strengths: likely examples will be knowledge about the meaning of social situations, in depth understanding of social behaviour, insightful and any other valid example.

Limitations: likely examples will be individual, difficult to make generalisations, problems of researcher effect and any other valid reason.

1 mark for identifying a strength/limitation
2 marks for both identification of a strength/limitation and an explanation of why the method has a strength/limitation.

NB identifying the right/wrong sample is a necessity of all research and not a specific strength of small-scale studies.
Do not credit cheap or straightforward.

(f) Describe <u>two</u> strengths and <u>two</u> limitations of participant observation. [8]

Strengths: quality of the information is likely to be detailed, useful insights gained into individuals' behaviour or any other valid example. If candidates assert this method gives better results this needs to be described to gain the second mark.

Limitations: frequently costly to undertake, can be subject to interviewer bias and interviewer effect, difficulty in interpreting results, threat to the researcher or any other valid example. Not being able to gain admittance to the group cannot be given as a limitation as the research would not happen if this was so.

2 marks available for each strength (x2) and 2 marks available for each limitation (x2).
1 mark for identifying a strength/limitation
2 marks for both identification of a reason and an explanation of why participant observation has strengths/limitations that goes beyond just repeating the identified strength/limitation.

NB Participant can be either overt or covert in respect of this question and candidates do not need to specify which they are referring to.
Allow ethical/unethical for 1 mark but the reason it may be so has to be described for 2 marks.
Do not credit any strength/limitation of another method as relevant to participant observation.
Expensive/time consuming should only be given 1 mark, the answer needs more than that to gain another mark.

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Section B: Culture and Socialisation

2 The experiences associated with childhood vary between societies. This has led sociologists to suggest that childhood is a social construction that reflects the customs and values of the society in which the child lives.

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

Customs are the agreed and expected modes of behaviour in a specific culture.

1 mark for a partial definition such as the way people are expected to behave/common/ lifestyle behaviour in a society
2 marks for a developed definition such as the expected ways of behaviour that are specific to a given culture.

NB customs may be founded on beliefs but they are not beliefs. Do not allow examples of customs only with no definition of the term.

(b) Describe <u>two</u> social factors that influence the experience of childhood. [4]

Any factor such as family, peers, education, religion, mass media, gender socialisation, socialisation or any other valid factor via treatment or expectations. Allow answers which refer to the social position of children within societies such as rich and poor children in relation to such activities as work and education.

1 mark for identification of a factor
2 marks for an identification of the practise developed by a description of it × 2.

(c) Explain why experiences of childhood may differ between societies. [6]

0–3: At this level answers are likely to be simplistic and mention one or two straightforward points such as having wealthy parents or not. Answers may fail to compare between societies but instead focus on within societies. Other answers may compare different genders or different social classes within a society.

4–6: Answers are more likely to be based on sociological knowledge and relate childhood to the culture (values and traditions) and the social position of the child's family or other factors such as gender, specific to individual societies. In this mark band there should be a clear focus between societies which may refer to rites of passage or the nature of the society i.e. rural or urban, whether the society is at war or peace, religion, socialisation or norms and values.

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(d) To what extent is the experience of childhood a social construction? [8]

0–3: At this level answers are likely to be simplistic and talk about what the child has or what children do in childhood; there may be a total misunderstanding of social construction or other answers may avoid it altogether and may describe what makes a 'good' or 'bad' person. Descriptions of what children learn should be placed here. Comments will always lack range.

4–6: At this level answers will begin to develop the idea of childhood being a special time but one that varies according to time and place. In this mark band answers may refer to childhood being formed by the nature of the society but with little or no reference to social construction. There may be some historical references. One sided arguments which state that childhood is, or is not, a social construction should receive no more than 5 marks. Answers which highlight similarities in childhood should be placed towards the top of the band.

7–8: At this level answers will focus directly on the question and provide some form of assessment, although this may be basic. The concept of childhood as something distinct and a special time in life will be seen as a recent development and one purely based on the individual child's society and social position. At the top end of the mark range there may be some understanding shown of the nature of a social construction.

3 Functionalists believe that value consensus is necessary for society to have social order. They believe that the existence of social order will ensure that any social change will be gradual and not disrupt society.

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

Social change is the process by which societies change their structures, institutions, stratification systems, modes of production etc.

1 mark for a partial definition such as when behaviour/roles change in society/when society behaves in a different way
2 marks for a developed definition such as the way in which the behaviours and institutions of society change over time.

NB Answers should relate to society and not to individuals. Do not allow social mobility as a definition.

(b) Describe <u>two</u> ways in which social order can be achieved, apart from through value consensus. [4]

Any process which leads to agreement between society's members on values, customs, beliefs and behaviour; value consensus cannot be imposed.
Allow both formal and informal agents of social control, laws can also be accepted.

1 mark for identification of a way
2 marks for an identification and description of this practise × 2.
Do not allow answers which refer to value consensus.

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(c) Explain how value consensus may ensure that social change will be gradual. [6]

0–3: At this level answers are likely to be simplistic comments about events, or basic reference to such events as revolutions or individual people. Other answers may describe changes such as when societies industrialise.

4–6 Answers are more likely to be based on sociological knowledge. The meaning of value consensus may well be explained and answers which do this should be awarded at least 4 marks. Answers may refer to organic solidarity and choice, with deviance becoming acceptable and creating change or functionalist views rather than revolution bringing rapid change.

(d) How far does value consensus benefit everyone in society? [8]

0–3: At this level answers are likely to be simplistic comments about events or basic reference to agreements meaning people can lead their lives without disruption or argument. In this mark band answers are likely to broadly agree with the idea that value consensus exists and benefits all. Such comments will always lack range.

4–6: At this level answers will begin to develop a more sociological approach and give either a functionalist answer about social cohesion and the way that society can provide for all or a Marxist rejection of that idea. It is not necessary for these terms to be included for answers to be in this mark range. Answers which are one sided and argue both that value consensus exists, and all benefit, or reject the argument in favour of some benefitting more than others should be awarded 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, both the functionalist and Marxist viewpoint will be given and if this is done including both of the terms then full marks should be awarded.

Section C: Social Stratification and Inequality

4 Stratification can take many forms, one of which is the gendered division of labour. Patriarchy has been identified as a cause of gender divisions.

(a) What is meant by the term *gendered division of labour*? [2]

When employment is divided along gender lines with some jobs considered suitable for only one sex or only done by men or women. Or this may also be applied to positions in hierarchies.

1 mark for a partial definition such as when different genders do different work
2 marks for a developed definition such as the way males and females/men and women are expected by society to do different work. Allow answers which define by specific types of jobs such as doctors/nurses even though in modern societies these stereotypes are no longer fixed.

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(b) Describe <u>two</u> benefits of patriarchy for men. [4]

Any valid example, such as access to better resources, education, jobs, the services of women and levels of respect in society, pay/status as well as specific valid examples present in some societies where men are seen as superior.

1 mark for identification of a benefit
2 marks for an identification and description of the benefit × 2.

(c) Explain how females may be discriminated against in paid employment. [6]

0–3: At this level answers are likely to be simplistic references to jobs done by men and jobs done by women. Others may argue that women are (or should be) in the home looking after children and so are not in paid employment.

4–6: Answers are more likely to be based on sociological knowledge and include such concepts as the glass ceiling, dual burden, levels of pay and status in employment in the workplace, the effects of stereotyping, traditional expectations as well as the types of jobs undertaken by men and women.

NB answers which describe how women can be successful are not answering the question as set.

(d) To what extent is patriarchy the main cause of gender divisions? [8]

0–3: Answers are likely to be simplistic comments based on the lives of women in the domestic sphere and how men are in charge or make general comments about biology or socialisation. Such comments will always lack range. Other answers may dismiss gender as a division seeing another such as wealth or biology being more significant.

4–6: At this level answers will either see women as occupying different employment positions to those of men or will argue that gendered divisions no longer exist due to equal opportunities or the symmetrical family. If a one sided argument is offered that either gender is or is not the main division in society then a mark of five should be awarded. Some answers may describe different roles of men and women and these may gain 4 marks. Other divisions that could be considered include biology i.e. physical and maternal, socialisation into traditional values (not the same in all societies). Some answers may argue that due to equal opportunities gender divisions no longer exist.
In this mark band answers should focus on the divisions that may exist rather than if patriarchy still exists or not.

7–8: At this level answers will focus directly on the question and provide some form of assessment, although this may be basic, by perhaps referring to matriarchal societies. Not only should there be reference made to the changing nature of female status in some societies and equal opportunities legislation, but also changing social expectations within different societies. Answers which consider that the status of women is always below men when other factors are equalised or that compare gender divisions between different societies will probably be worth 8 marks.

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5 An underclass exists in many societies. The market situation of those in the underclass is weak and this means that their life chances are limited.

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

Those to be found at the bottom of the stratification system, they have few life chances and a low economic situation.

1 mark for a partial definition such as the bottom class/lower economic class
2 marks for a developed definition such as the social group to be found below the working class/are to be found under all classes.

(b) Describe <u>two</u> reasons why the underclass may experience difficulties in gaining paid employment. [4]

Any valid examples such as lack of education, poor health, undernourished, wrong address, discrimination, seen as bad, effects of long term unemployment, dependency culture.

1 mark for identification of a reason
2 marks for an identification and description of this reason × 2.

(c) Explain the influence that market situation has on life chances. [6]

0–3: At this level answers are likely to be simplistic comments about having a good/poor/no job therefore a good/poor life compared to individuals who have a better market situation **OR** when markets do well or don't do well and this affects people. Simple references to education and the effects of that on employment should be placed here.

4–6: Answers are more likely to be based on sociological knowledge of the consequences of social position and access to better opportunities for promotion, higher wages, better housing and more fringe benefits. Other answers may see markets as buying and selling and just relate this to money rather than life chances. Answers which refer to Weber and the impact of economic situation on life chances should receive a mark of six.

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(d) How far can the underclass be blamed for their low social position? [8]

0–3: A few simplistic comments about the poverty of the underclass being due to their lack of drive and ambition will be made, or answers which assert that they cannot help themselves, but such comments will always lack range.

4–6: At this level answers will either agree that they are to be blamed due to drug abuse, criminal behaviour and the rejection of mainstream values or they will identify certain groups such as some ethnic minorities and poor pensioners and see them trapped by their poverty, the cycle of poverty. One sided arguments that agree that the underclass are responsible for their low social position or reject this in favour of another factor such as the power of the elite should be awarded 5 marks. Allow answers which make reference to open and closed types of systems of stratification.

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 view of an underclass trapped by their own actions and that of one trapped by the structure of society will be considered. Answers that refute the concept of an underclass and justify this award full marks.

Section D: Power and Authority

6 Propaganda plays an important part in maintaining the power of authoritarian regimes. However, political protest still occurs in authoritarian regimes.

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

The variety of ways in which citizens can campaign against their political system or specific decisions made by governments. These can be either by legitimate or illegitimate means.

1 mark for a partial definition such as protesting about politics
2 marks for a developed definition such as the ways in which the people of a country can object to the way in which the country is run or decisions are taken.

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

Any valid examples such as censorship, any use of the media to influence voting or beliefs about politicians or specific government directed campaigns.

1 mark for identification of an example
2 marks for an identification and description of the type of propaganda × 2.

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(c) Explain how power is maintained in authoritarian regimes, apart from through the use of propaganda. [6]

0–3: At this level answers are likely to be a simplistic reference to the surface features such as the use of the police/army, and having strict control. Answers in this band may include information relating to propaganda.

4–6: Answers are more likely to be based on sociological knowledge and will refer to issues such as the role of fear, coercion, religion and control of the forces of coercion as well as other RSA.

Do not credit any parts of answers which refer to propaganda, but the use of censorship is allowed.

(d) To what extent can people in authoritarian regimes engage in political protest? [8]

0–3: At this level answers are likely to be simplistic and refer to the inability to protest and the harsh punishment meted out to those who do/or not. Other answers may make some assertions about events such as the Arab Spring but with no detail and such comments will always lack range.

4–6: At this level there will be development of the ways in which protest can be achieved through underground means as well as demonstrations and other acts of civil disobedience that can take place in authoritarian regimes. One sided arguments which say that people in authoritarian regimes can or cannot participate in political protest should be awarded 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. Not only issues such as hidden and street protest but passive resistance can also be referred to, as well as other avenues such as the use of new technologies and pressure from other states. Specific examples of protest in authoritarian regimes can be given.

7 Pressure groups have long been a feature of the political process in modern industrial societies. Pressure groups are classed as promotional or defensive, although some can be both.

(a) What is meant by the term *promotional pressure group*? [2]

A pressure group that has a cause and wants to achieve a change.

1 mark for a partial definition such as a pressure group which wants something
2 marks for a developed definition such as a pressure group that wants to achieve a change.

NB this cannot be defined by saying what promotional pressure groups are not.

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(b) Describe <u>two</u> defensive pressure groups. [4]

Any relevant groups that defend the interests of those they represent like the National Farmers' Union (even if these are also promotional as long as the defensive aspects are referred to).

1 mark for identification of a defensive pressure group
2 marks for an identification and description of a defensive pressure group X 2

(c) Explain why promotional pressure groups are often short-lived. [6]

0–3: At this level answers are likely to be simplistic about being over once the aim is achieved or breaking up if the group does not achieve early success. Other answers may argue they are suppressed.

4–6: Answers are more likely to be based on sociological knowledge of pressure groups and the dual nature of each. Single issue groups are unlikely to survive their achievement if successful.
Such groups rarely maintain cohesion if faced with long term failure. Most promotional groups are not single issue so having achieved one aim they focus on another.
There is no requirement to access this answer but credit candidates who explain why some survive.

(d) To what extent do pressure groups influence the outcome of the political process? [8]

0–3: At this level answers are likely to be simplistic comments about the influence of television or newspapers on the political process and how important this is. Other answers may assert that pressure groups have no influence as it is the people who decide but such comments will always lack range.

4–6: At this level answers may discuss issues such as pluralist views of the role of pressure groups giving citizens another way of participating in the political process over issues they consider to be important and therefore opening up participation especially between elections. One sided arguments which argue that pressure groups do, or do not, influence the political process should be awarded 5 marks. Some answers may see other influences such as the role of elites being more important.

7–8: At this level answers will focus directly on the question and provide some form of assessment, although this may be basic. Issues such as the pluralist belief that the process is fair as it enables wider participation can be contrasted to Marxist views that this is just another way in which elites in society can dominate the political agenda to exclude the interests of the less powerful in society. Credit in this band answers which interlink the role of elites with pressure groups. Answers which answer this question in relation to both democratic and authoritarian regimes are likely to be in this mark band.

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