CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2012 series

0495 SOCIOLOGY

0495/21 Paper 2, maximum raw mark 60

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: Family

1 Official statistics provide a useful insight into the patterns of marriage and divorce in modern industrial societies.

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

A socially acknowledged legal union between two adults.

2 marks for a clear definition along these lines.
1 mark for an incomplete definition showing some understanding.

(b) Describe <u>two</u> reasons why the marriage rate has fallen in recent years. [4]

Reasons include, for example, the high cost of weddings, changing attitudes, secularisation, media and celebrity influence, high divorce rate and concentration on careers (especially women), later marriage. (2x2)

(c) Explain some of the reasons for the rising divorce rate in modern industrial societies. [6]

Reasons include, for example, the changing social position of women, changing social attitudes, less stigma, secularisation and legal changes in the divorce laws.

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

Level 2 (4–6)
Several relevant sociological points will be made, with direct linkage to the question. To reach 6 marks candidates should make at least three clear points.

(d) Assess the consequences for individuals and society of a rising divorce rate. [8]

Fall in the marriage rate, increase in number of lone parent and reconstituted families, the cost to social security and more people living alone – effect on housing, poverty etc.

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)
Some basic sociological points may be made at this level. Answers may be narrow or one sided. If only discuss consequences for either individual or society then award Level 2. To reach 6 marks candidates should make at least three points.

Level 3 (7–8)
Several relevant sociological points will be made, with direct linkage to the question. To reach this level candidates must address the consequences for both the individual and society.

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2 Functionalists argue that the family plays a major role in primary socialisation.

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

The process of early learning within families during which we learn correct patterns of behaviour based on norms and values.
There should be some explanation of what is involved in socialisation.

2 marks for a clear definition along these lines.
1 mark for an incomplete definition showing some understanding.

(b) Describe <u>two</u> ways, apart from primary socialisation, in which families contribute to the well-being of their members. [4]

Examples include: economic provision and emotional support, care of sick and elderly, protective function. (2x2)

(c) Explain some of the alternatives to the family. [6]

Communes (Kibbutzim) or communal living, shared households, e.g. friends, students or professionals.
Singlehood, children's homes and homes for the elderly, childless couples.

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

Level 2 (4–6)
Several relevant sociological points will be made, with direct linkage to the question. To reach 6 marks candidates should make at least three clear points.

(d) To what extent have the functions of the family been taken over by the state in modern industrial societies? [8]

Functions such as education, social care and social security, care of the elderly, social housing, health care etc. However family still important for primary socialisation, social control, emotional and economic support and in some cultures care of the elderly.

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. To reach 6 marks candidates should make at least three points.

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 While home factors may influence a pupil's educational achievement, school factors may be a more important influence.

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

Circumstances at home that may affect a pupil's educational achievement, e.g. attitudes, material deprivation: physical condition of home/study space and cultural deprivation: provision of study aids/cultural capital.

2 marks for a clear definition along these lines.
1 mark for an incomplete definition showing some understanding and 1 mark for an example.

(b) Describe <u>two</u> school factors that may influence educational achievement. [4]

Examples include: labelling, streaming and setting, teacher expectations, the use of language codes and the middle class nature of schools, school resources etc. (2 × 2)

(c) Explain how home factors can influence educational achievement. [6]

Explanations include, for example, parental attitudes, material deprivation: physical condition of home/study space/nutrition and cultural deprivation: provision of study aids/cultural capital.

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

Level 2 (4–6)
Several relevant sociological points will be made, with direct linkage to the question. To reach 6 marks candidates should make at least three clear points.

(d) Assess the view that school factors are the main influence on educational achievement. [8]

This is an opportunity for candidates to demonstrate their knowledge and understanding of both inside and outside school processes. Issues such as material and cultural deprivation, gender, ethnicity or social class may be discussed.

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, focusing on at least three issues for six marks.

Level 3 (7–8)
The answer will be discussed at this level. To reach the top of the band both inside and outside processes must be mentioned.

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4 In modern industrial societies some parents prefer to send their children to schools which operate outside of the state school system. These are known as independent or private schools.

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

Government funded schools which usually follow a national curriculum. Accept public as an alternative to government funded.

2 marks for a clear definition along these lines.
1 mark for an incomplete definition showing some understanding.

(b) Describe <u>two</u> advantages of independent schools. [4]

Examples include: smaller pupil/teacher ratio, reputation for academic and sporting excellence, better resources and better paid, higher qualified staff, entry to society elite.

(c) Explain why some parents choose to send their children to state schools. [6]

Many parents cannot afford private education fees. Most state schools offer a good education and high achievement.
The unfairness of independent and private schools. State schools have a wider mix of students therefore pupils learn to get on with each other.
The belief that independent schools are elitist and meant only for the middle class.
State schools are usually local so no need to travel or board.

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. To reach 6 marks candidates should make at least three clear points.

(d) Assess the view that independent schools help to maintain an unfair education system. [8]

The fees are beyond the means of most parents. They perpetuate elites through networking and access to most prestigious institutions e.g. Oxbridge.
They offer an excellent education for those who can afford it and some bursaries. There is unfairness within the state system.

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 issues. To reach 6 marks candidates should make at least three points.

Level 3 (7–8)
The answer will be discussed at this level. To reach the top of the band a balanced argument and reasonable conclusion should appear.

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Section C: Crime, Deviance and Social Control

5 There are three main approaches to the study of crime: biological, psychological and sociological explanations.

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

Those based on biochemical (imbalances of chemicals and hormones) or explanations based on physical appearance e.g. Lombroso.

2 marks for a clear definition along these lines.
1 mark for an incomplete definition showing some understanding.

(b) Describe <u>two</u> psychological explanations for crime. [4]

Extrovert and introvert personalities (Eysenck). Disorders e.g. mental illnesses such as depression and schizophrenia, kleptomania, uncontrollable sex drives and Attention Deficit Disorder. (2 × 2)

(c) Explain the differences between psychological and sociological explanations of crime. [6]

Psychological explanations include, for example, extrovert and introvert personalities (Eysenck). Disorders e.g. mental illnesses such as depression and schizophrenia, kleptomania, uncontrollable sex drives and Attention Deficit Disorder.

Sociological explanations include, for example, inadequate socialisation, subcultures, lack of opportunity and life chances, poverty and unemployment, labelling etc.

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

Level 2 (4–6)
Several sociological theories may be discussed at this level. To reach 6 marks candidates should make at least three points.

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(d) Assess the view that relative deprivation is the main cause of criminal behaviour. [8]

This is an opportunity for candidates to demonstrate their knowledge and understanding of a range of explanations of criminal behaviour.

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 issues. To reach 6 marks candidates should make at least three points.

Level 3 (7–8)
The answer will be discussed at this level. To reach the top of the band both relative deprivation and alternative explanations, e.g. Marxist, sub-cultural, New Right, poor socialisation.

6 Sociologists argue that self-report studies and victim surveys provide a more accurate view of the extent of crime than official crime statistics.

(a) What is meant by the term *self-report studies*? [2]

A survey in which people are asked what crimes they have committed.

2 marks for a clear definition along these lines.
1 mark for an incomplete definition showing some understanding.

(b) Describe <u>two</u> problems that may arise when carrying out victim surveys. [4]

Examples are people may not cooperate, people may not tell the truth, mistrust of authority figures, fear of reprisals, trauma etc. (2 × 2)

(c) Explain some of the limitations of using official statistics in studying crime rates. [6]

Unreported and unrecorded crimes are not counted. (Dark figure of crime.) White collar and corporate crime may be dealt with by the company.
Does not look at self-report and victim studies.
Police discretion when recording crimes.

Level 1 (0–3)
Answers at this level may be based on assertion and personal opinion. To reach 6 marks candidates should make at least three points.

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

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(d) Assess the usefulness of self-report studies and victim surveys in measuring crime rates. [8]

Expect development of points from **(b)** – People may not cooperate, people may not tell the truth, mistrust of authority figures, fear of reprisals etc. Smaller samples than the Official Crime Statistics but gives insight into dark figure of crime. (2 × 2)

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 issues. To reach 6 marks candidates should make at least three points.

Level 3 (7–8)
The answer will be discussed at this level. To reach the top of the band a balanced argument and reasonable conclusion should appear.

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Section D: The Mass Media

7 The mass media influences the political process in a number of ways including through their contribution to political socialisation. The mass media is often the main source of information to the public about politics and politicians.

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

The means by which, and the framework within which, the political system works.

2 marks for a clear definition along these lines.
1 mark for an incomplete definition showing some understanding.

(b) Describe <u>two</u> ways in which the mass media can influence the results of a general election. [4]

The use of opinion polls, broadcasting partisan and biased accounts of issues and politicians. Giving more air time and publicity to one political party or politician. (2 × 2)

(c) Explain some of the factors which influence the content of the news. [6]

Newsworthiness, availability of pictures or video footage.
Local/national news before foreign news.
The decisions of owners and editors.
Catastrophic and disastrous events.
Public interest and demand.
Time and space may limit flexibility.

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. To reach 6 marks candidates should make at least three points.

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(d) Assess the view that the mass media is the main factor influencing voting behaviour. **[8]**

This is an opportunity for candidates to demonstrate their knowledge and understanding of the various methods used by the mass media to influence our ideas. It is also a chance to discuss influences other than the media on voting behaviour.
Other influences include family, work, education, social class, gender, age, race and religion.

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 issues. To reach 6 marks candidates should make at least three points.

Level 3 (7–8)
The answer will be discussed at this level. To reach the top of the band a balanced argument and reasonable conclusion should appear.

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8 The mass media often use stereotypes that are gender specific. These stereotypes may help to maintain gender inequalities.

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

Distinct social and cultural expectations of male and female behaviour.

2 marks for a clear definition along these lines.
1 mark for an incomplete definition showing some understanding.

(b) Describe <u>two</u> male gender stereotypes that may be used by the mass media. [4]

Providers/protectors, breadwinners, tough, unemotional, strong, heroes, leaders etc. (2 × 2)

(c) Explain how females are portrayed in stereotypical ways in television. [6]

Programmes and adverts portraying women in housewife/mother role or as carers for the elderly. Women as sex object, weak or emotional, subordinate to men.

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. To reach 6 marks candidates should make at least three points.

(d) How far do the mass media help to maintain gender inequality? [8]

Perpetuation of gender stereotypes through advertising and programmes, celebrity role models, ageist policies towards newsreaders and presenters, content of programmes.
Increasing number of women in responsible positions; instances of inequalities reported by the media.

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 issues. To reach 6 marks candidates should make at least three points.

Level 3 (7–8)
The answer will be discussed at this level. To reach the top of the band a balanced argument and reasonable conclusion should appear.

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