CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2012 series

0495 SOCIOLOGY

0495/22 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 In modern industrial societies there are many households where two people cohabit without being married.

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

Adults, whose partnership is not legitimised by marriage/legal contract of civil partnership, living together.

A clear definition along these lines = 2 marks.
e.g. To co-habit means to live with your partner without being married (or in a civil partnership).

Incomplete definition showing some understanding = 1 mark.
e.g. Two people living in the same household without being married.

(b) Describe <u>two</u> types of household unit that are not based on cohabitation. [4]

Examples include, single person households, students living together, children's homes, homes for the elderly, families, including nuclear, headed by married couples, reconstituted, extended families etc. Can also accept civil partnerships. *Nuclear families must include 'married' for two marks – otherwise = 1 mark*. *Empty shell marriages with explanation*. Do not accept 'modified extended family'.

One mark for identification and one mark for explanation of each type. (Maximum of two examples)
If more than two types credit the two correct examples. (2 × 2)

(c) Explain some of the reasons for the increase in cohabitation outside marriage in modern industrial societies. [6]

Reasons include, for example; the high cost of weddings, secularisation, the high divorce rate and changing attitudes to sex and childbirth outside of marriage, absence of stigma, high expectation of marriage, contraception, pre-empts marriage etc.

Level 1 (0–3)
A few basic observations, possibly relying on assertion and with some over-generalisation.

Level 2 (4–6)
A clear and accurate explanation is offered. At the top of the band the candidate will reach appropriate and well-reasoned conclusions. *Three sociological reasons as in list required for 6 marks, two for 5 marks and one for 4 marks. However if it is list-like with no explanation do not award full marks.*

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(d) Assess the view that the increase in cohabitation outside marriage is a threat to family and society. [8]

The impact on children, fragility of the relationship, lone parent families can be economically and emotionally deprived, reconstituted families.
Alternatively is prelude to marriage and co-habiting families can fulfil the same functions as married families. Both parents register the birth and live at the same address. Some married families do not perform expected functions of family.

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. *Three sociological reasons as in list required for 6 marks, two for 5 marks and one for 4 marks. However if it is list-like with no explanation do not award full marks.*

Level 3 (7–8)
Several relevant sociological points will be made, with direct linkage to the question. To reach this level candidates must address both sides of the debate. *If response does not answer premise of question but has good evaluation cannot go into this level = 6 marks. If insufficient evaluation with good response to premise = 6 marks*.

2 Relationships between parents and children have changed over the years. In modern industrial societies families have become more child-centred.

(a) What is meant by the term *child-centred*? [2]

Family activities and outings are centred on the interests of the children. Focus on needs, wants, and views of children.

A clear definition along these lines = 2 marks.
e.g. *The family spends more time with the child, considers them in making decisions and supports them both emotionally and financially*.

Incomplete definition showing some understanding = 1 mark.
e.g. Child centred means paying attention to the child.

(b) Describe <u>two</u> ways in which the roles of children have changed in recent years. [4]

Economically – children no longer expected to work and contribute to the family income. Most children stay in education or training after 16.
Children now have legal rights.
Children more involved in family decisions and family life more focused on their wishes.
Do not accept looking after elderly parents or acting as carers for parents with disabilities.
*Two main problems in this question – **recent** years and what is meant by **children.***
***Children = in childhood.** Do not award marks for what happened 100 years ago.*

One mark for identification and one mark for explanation of each way. (Maximum of two examples)
If more than two ways credit the two correct examples. (2 × 2)

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(c) Explain why families have become more child-centred in modern industrial societies. **[6]**

Reasons include, for example; smaller families mean more care and attention can be devoted to each child.
Parents work shorter hours therefore have more time to spend with children.
Increasing affluence means more money can be spent on children.
The introduction of welfare benefits for families with children.
Increasing interest in the study of childhood.
Parents concerned about the safety of their children.
Heightened awareness, human rights, laws protecting children, decline in reliance on wider kin and neighbours, status connected to child.

Level 1 (0–3)
A few basic observations, possibly relying on assertion and with some over-generalisation.

Level 2 (4–6)
A clear and accurate explanation is offered. At the top of the band the candidate will reach appropriate and well-reasoned conclusions. *Three sociological reasons as in list required for 6 marks, two for 5 marks and one for 4 marks. However if it is list-like with no explanation do not award full marks.*

(d) Assess the view that children are now an economic cost to their parents rather than an economic benefit. **[8]**

Traditional v modern childhood may be discussed here, including, for example; the costs of bringing up children in modern industrial societies both financially and emotionally v the economic and emotional support provided by children in traditional societies.
Children's rights and laws protecting them from having to work.
People choosing to have fewer, or no children, is evidence of increasing costs of raising children.
Changing social attitudes and career opportunities mean people putting off having children until a later date.
Children are staying in education longer.

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. *Three sociological reasons as in list required for 6 marks, two for 5 marks and one for 4 marks. However if it is list-like with no explanation do not award full marks.*

Level 3 (7–8)
Several relevant sociological points will be made, with direct linkage to the question. To reach this level candidates must address both sides of the debate. *If response does not answer premise of question but has good evaluation cannot go into this level = 6 marks. If insufficient evaluation with good response to premise = 6 marks*

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Section B: Education

3 In many modern industrial societies pupils are allowed to finish their education at the age of 16. However, an increasing number choose to remain in post-compulsory education.

(a) What is meant by the term *post-compulsory education*? [2]

Education after the age of 16 which is undertaken by choice.

A clear definition along these lines = 2 marks.
e*.g. Education after the school leaving age set by the government.*

Incomplete definition showing some understanding = 1 mark.
e.g. Education which is optional.
Candidates can still get 2 marks if use 'compulsory' in the definition, provided there is sufficient explanation to show that they have understood what it means.

(b) Describe <u>two</u> types of post-compulsory education. [4]

Further education, A Levels, university, evening or adult education. In service training/work related training.

One mark for identification and one mark for explanation of each type. (Maximum of two examples)
If more than two types credit the two correct examples. (2 × 2)

(c) Explain why more pupils are choosing to remain in education after the age of 16. [6]

Fewer job opportunities, lack of welfare benefits for 16 year olds, increasing number of graduates means greater competition for all.
Changing social attitudes to education (lifelong education). Changing parental attitudes to education; children no longer expected to work and contribute to the family income.
Likely to be marginalised if not in education after the age of 16, e.g. NEETs.

Level 1 (0–3)
A few basic observations, possibly relying on assertion and with some over-generalisation.

Level 2 (4–6)
A clear and accurate explanation is offered. At the top of the band the candidate will reach appropriate and well-reasoned conclusions. *Three sociological reasons as in list required for 6 marks, two for 5 marks and one for 4 marks. However if it is list-like with no explanation do not award full marks.*

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(d) Assess the view that middle class children benefit most from the availability of post-compulsory education. [8]

Marxist views of education may appear; hierarchy, selection and other inequalities may be cited, e.g. the middle class nature of schools means that middle class children perform better and are more likely to gain the qualifications required to go on to post-compulsory education. Middle class children generally attend better schools and are more likely to be selected or have the funds to pay for private schools which become 'feeder' schools for colleges and universities.
Also differences in parental attitudes and levels of education between working class and middle class parents may be discussed. Teacher expectation, the hidden curriculum, labelling and the existence of private schools may be considered. The cost of extending education is a major barrier for some working class children.
However, some working class children do well so this may be evidence of a meritocracy. Most children continue education or training after the age of 16 and it will soon become law in the UK to do so.

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. *Three sociological reasons as in list required for 6 marks, two for 5 marks and one for 4 marks. However if it is list-like with no explanation do not award full marks.*

Level 3 (7–8)
Several relevant sociological points will be made, with direct linkage to the question. To reach this level candidates must address both sides of the debate. *If response does not answer premise of question but has good evaluation cannot go into this level = 6 marks. If insufficient evaluation with good response to premise = 6 marks.*

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4 Sociologists argue that there is a strong relationship between education and upward social mobility.

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

The movement of groups or individuals up the social hierarchy or class system.

A clear definition along these lines = 2 marks.
It refers to the movement up the social scale/strata.
e.g. From wc to middle class. (In most cases if answer sufficient you do not need example for 2 marks.)
Incomplete definition showing some understanding = 1 mark.
e.g. *Moving from wc to middle class.*

(b) Describe <u>two</u> ways in which a person can achieve upward social mobility through education. [4]

By gaining skills and qualifications etc. leading to higher status jobs. Social networking, absorption of norms and values, correct ways of behaving.
Knowing how to exploit the education system
Through the formal or hidden curriculum.

One mark for identification and one mark for explanation of each way. (Maximum of two examples)
If more than two ways credit the two correct examples. (2 × 2)

(c) Explain how teachers' expectations may affect a pupil's chances of achieving upward social mobility. [6]

Self-fulfilling prophecy, labelling, streaming and setting etc. Negative, positive attitude and discrimination.

Level 1 (0–3)
A few basic observations, possibly relying on assertion and with some over-generalisation.

Level 2 (4–6)
A clear and accurate explanation is offered. At the top of the band the candidate will reach appropriate and well-reasoned conclusions. *Three sociological reasons as in list required for 6 marks, two for 5 marks and one for 4 marks. However if it is list-like with no explanation do not award full marks.*

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(d) Assess the view that promoting social mobility is the main function of education in modern industrial societies. [8]

Education is the main way of social mobility in modern meritocracies. Professional jobs need academic qualifications. Functionalist view: value consensus.
Other functions of education, Marxist, hierarchy, sifting and sorting, selection. Also social control and secondary socialisation etc.

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. *Three sociological reasons as in list required for 6 marks, two for 5 marks and one for 4 marks. However if it is list-like with no explanation do not award full marks.*

Level 3 (7–8)
Several relevant sociological points will be made, with direct linkage to the question. To reach this level candidates must address both sides of the debate, e.g. by reference to Marxist theory. *If response does not answer premise of question but has good evaluation cannot go into this level = 6 marks. If insufficient evaluation with good response to premise = 6 marks.*

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Section C: Crime, Deviance and Social Control

5 Some sociologists argue that the existence of youth sub-cultures is a major influence on crime in modern industrial societies.

(a) What is meant by the term *sub-culture*? [2]

Norms, values and beliefs held by a group of people which are different to those of the mainstream culture.

A clear definition along these lines = 2 marks.
e.g. *A group of people within a larger culture who have their own distinctive set of values that marks them as being different from the rest of society.*
Incomplete definition showing some understanding = 1 mark.
e.g. *A sub-culture is defined as a culture existing among the mainstream culture.*

(b) Describe <u>two</u> examples of youth sub-cultures. [4]

Examples include mods and rockers, punks, hippies, goths, jocks, emos etc.

One mark for identification and one mark for explanation of each example. (Maximum of two examples)
If more than two examples credit the two correct examples.
Specific identification needed of group with particular description. (2 × 2)

(c) Explain why some sociologists think youth sub-cultures may lead to crime. [6]

Different values and beliefs may conflict with mainstream values leading to labelling and stereotyping of sub-cultures. If the norms of the subculture include taking part in crimes this could lead to a deviant career. The media portrayal of sub-cultures and deviancy amplification may appear along with differential association and inadequate socialisation.

Level 1 (0–3)
A few basic observations, possibly relying on assertion and with some over-generalisation.

Level 2 (4–6)
A clear and accurate explanation is offered. At the top of the band the candidate will reach appropriate and well-reasoned conclusions. *Three sociological reasons as in list required for 6 marks, two for 5 marks and one for 4 marks. However if it is list-like with no explanation do not award full marks.*

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(d) Assess the view that youth sub-cultures are a threat to mainstream values in society. **[8]**

Different values and beliefs of subcultures may conflict with mainstream values. Media portrayal and moral panics may be discussed and sub-cultures as role models for youth.
Also that values and norms of sub-culture may eventually become part of the main culture, perhaps in a changed or diluted form. Media portrayal and moral panics may be discussed as heightening fear of youth subcultures. This latter point could appear in either part of the answer.

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. *Three sociological reasons as in list required for 6 marks, two for 5 marks and one for 4 marks. However if it is list-like with no explanation do not award full marks.*

Level 3 (7–8)
Several relevant sociological points will be made, with direct linkage to the question. To reach this level candidates must address both sides of the debate. *If response does not answer premise of question but has good evaluation cannot go into this level = 6 marks. If insufficient evaluation with good response to premise = 6 marks.*

6 Official crime statistics show that women commit less crime than men. However, in recent years the crime rates for women have increased.

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

Number of crimes recorded by government or police each year. Candidates may mention per thousand.

A complete definition along these lines = 2 marks.
e.g. Number of crimes recorded by police each year.
Incomplete definition showing some understanding = 1 mark.
e.g. Crime rate is the number of crimes committed per year.

(b) Describe <u>two</u> crimes which are usually associated with women. **[4]**

Examples include: shoplifting, prostitution, crimes committed through work such as embezzlement, transporting drugs.
Do not accept theft. Can accept abortion in certain cultures as a crime.
Some candidates will misunderstand this question to mean crimes of which women are victims. Award no marks in these cases.

One mark for identification and one mark for explanation of each crime. (Maximum of two examples)
If more than two examples credit the two correct examples. (2 × 2)

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(c) Explain why some people believe that women are more likely to be the victims of crime than men. [6]

Rape, sexual assault and domestic violence are likely to feature. Media image of women; women less likely to be able to defend themselves.
Opposing arguments may include evidence from crime statistics that men are more often the victims of crime than women.

Level 1 (0–3)
A few basic observations, possibly relying on assertion and with some over-generalisation.

Level 2 (4–6)
A clear and accurate explanation is offered. At the top of the band the candidate will reach appropriate and well-reasoned conclusions. *Three sociological reasons as in list required for 6 marks, two for 5 marks and one for 4 marks. However if it is list-like with no explanation do not award full marks.*

(d) Assess some of the reasons why some women today are committing more crime than in the past. [8]

Changing socialisation of females, including being assertive and resourceful, not relying on males. Media influence e.g. 'girl power' and strong female role models.
More opportunity, women go out to work and socialise at night giving them the same opportunities as men to commit crime.
Decline of 'chivalry' towards female offenders means that police may have different attitude towards female offenders now. However men still commit more crimes – may get prison statistics.

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. *Three sociological reasons as in list required for 6 marks, two for 5 marks and one for 4 marks. However if it is list-like with no explanation do not award full marks.*

Level 3 (7–8)
Several relevant sociological points will be made, with direct linkage to the question. To reach this level candidates must address both sides of the debate. *If response does not answer premise of question but has good evaluation cannot go into this level = 6 marks. If insufficient evaluation with good response to premise = 6 marks.*

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Section D: The Mass Media

7 In dictatorships the mass media are seen as a way of brainwashing people through the use of propaganda and mass culture.

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

Standardised and homogeneous cultural products and experiences, designed to appeal to large audiences.

A clear definition along these lines = 2 marks.
e.g. Products and experiences designed to appeal to a large percentage of the population.
Incomplete definition showing some understanding = 1 mark.
e.g. *Things that appeal to a lot of people.*

(b) Describe <u>two</u> examples of propaganda in the mass media. [4]

To elect a political party or leader. To recruit to armed forces (your country needs you). Information on safety and health.

One mark for identification and one mark for explanation of each example. (Maximum of two examples)
If more than two examples credit the two correct examples. (2 × 2)

(c) Explain some of the ways that governments use the mass media. [6]

Censorship of certain issues and emphasis on others.
The use of propaganda and sensationalism to create a climate of fear. Celebration of royal anniversaries. Norm referencing and role models.
May be used to make examples of people (benefit scroungers etc.)

Level 1 (0–3)
A few basic observations, possibly relying on assertion and with some over-generalisation.

Level 2 (4–6)
A clear and accurate explanation is offered. At the top of the band the candidate will reach appropriate and well-reasoned conclusions. *Three sociological reasons as in list required for 6 marks, two for 5 marks and one for 4 marks. However if it is list-like with no explanation do not award full marks.*

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(d) How far is it important that the mass media should be free from censorship in democratic societies? [8]

Freedom of information, freedom of speech to enable democratic processes.
View of censorship that it is for the good of everyone e.g. Official Secrets; D-notice in wartime, obscenity laws. Film classification, watershed and discrimination laws. Protection of children.
Some candidates may present Pluralist v Marxist debate.
It is also pertinent that it is now more difficult to censor the internet and digital devices.

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. *Three sociological reasons as in list required for 6 marks, two for 5 marks and one for 4 marks. However if it is list-like with no explanation do not award full marks.*

Level 3 (7–8)
Several relevant sociological points will be made, with direct linkage to the question. To reach this level candidates must address both sides of the debate. *If response does not answer premise of question but has good evaluation cannot go into this level = 6 marks. If insufficient evaluation with good response to premise = 6 marks.*

8 The hypodermic-syringe model suggests that the mass media have a direct effect on audiences.

(a) What is meant by the term *hypodermic-syringe model*? [2]

The idea that the mass media works like a drug injected into the body.

A clear definition along these lines = 2 marks.
e.*g. Media acts like a drug on a passive participant and influences their attitude and behaviour.*
Incomplete definition showing some understanding = 1 mark.
e.g. *Media influences people like a drug.*

(b) Describe <u>two</u> other models of how the mass media influence audiences. [4]

e.g. Cultural effects model; Uses and gratifications approach; Two step flow theory; Decoding.

One mark for identification and one mark for explanation of each model. (Maximum of two examples)
If more than two examples credit the two correct examples. (2 × 2)

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(c) Explain some of the ways the mass media influence lifestyles. [6]

Through the use of advertising, moral panics, propaganda, desensitisation, scapegoats, stereotyping, norm referencing etc.

Level 1 (0–3)
A few basic observations, possibly relying on assertion and with some over-generalisation.

Level 2 (4–6)
A clear and accurate explanation is offered. At the top of the band the candidate will reach appropriate and well-reasoned conclusions. *Three sociological reasons as in list required for 6 marks, two for 5 marks and one for 4 marks. However if it is list-like with no explanation do not award full marks.*

(d) To what extent do the mass media have a direct effect on audiences? [8]

Different models may be discussed e.g. hypodermic syringe model, cultural effects etc.
Issues such as violence in films or on TV.
Idea that people usually watch/read material that match their own values, therefore not directly affected. Uses and gratification model.

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. *Three sociological reasons as in list required for 6 marks, two for 5 marks and one for 4 marks. However if it is list-like with no explanation do not award full marks.*

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 'to what extent' part of the question. *If response does not answer premise of question but has good evaluation cannot go into this level = 6 marks. If insufficient evaluation with good response to premise = 6 marks.*

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