CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2

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.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

Section A: Research Methods

1 Positivists prefer to use a scientific approach when studyin data which they believe will help them uncover trends in soc the *interactionist perspective* prefer to gather qualitative dat this data is rich in insights into the reasons and motives that

The sociologist's theoretical perspective is usually the mos choice of research method. Once a research method has bee to decide who will be included in the study group. There are a sample group to study. These include random, stratified and cluster sampling.

The *sampling* process helps keep research projects at a manageable level. The sampling process may also influence the research method by which the data is collected. Provided that the sample is carefully chosen the results can be said to apply to a much larger population.

The evidence collected directly by a sociologist is known as primary data. Secondary data may also be used in sociological research. *Historical documents* are an example of secondary data.

(a) In sociological research what is meant by the following terms:

(i) Interactionist perspective [2]

A sociological perspective that concentrates on small scale interactions between individuals and groups who seek to understand the meanings that social actors give to actions and situations and who favour qualitative research methods.

1 mark for a partial answer such as a view that tries to understand meanings, 2 marks for a detailed answer.

It is possible to gain full marks by referring solely to the stem material.

(ii) Sampling [2]

The selection, in a scientific and systematic way, of a representative group of individuals from a larger survey population.

1 mark for a partial answer such as a smaller group, 2 marks for a detailed answer.

(iii) Historical documents [2]

Secondary data that already exists and which the sociologist does not have to collect, that comes from the past and can include examples such as diaries and government reports. Any form of secondary data that is pre-existing is allowable.

1 mark for a partial answer such as data that is old, 2 marks for a detailed answer.

(b) Describe <u>two</u> reasons for using a stratified sample in soc

Any 2 from: may help to ensure representativeness a represented, reduces the numbers that have to be stud manageable, enables generalisations to be made. Answe sampling is better than random sampling is not worth credit u

2 marks are available for each example.

1 mark for an identification of a reason, 2 marks for an identifi

(c) Describe <u>two</u> reasons for carrying out sociological research. [4]

Any 2 from: employed to test ideas/hypothesis, find information to help planners, personal interest, research has been funded, to identify/solve social problems, to test the reliability of previous research.

Weak candidates may give a variety of assertive comments e.g., to make society a better place, for which some limited credit should be given.

2 marks are available for each example.

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

(d) Describe <u>two</u> sources of secondary data, apart from historical documents. [4]

Allow <u>any</u> contemporary secondary data. Historical document gets no credit and named historical documents should not be credited e.g. the diary of Anne Frank.

Any 2 from: official statistics, other research, official documents, mass media e.g. newspapers, internet etc.

2 marks are available for each example.

1 mark for an identification of a secondary source, 2 marks for an identification and description of a secondary source.

(e) Describe <u>two</u> reasons why qualitative data may be 'rich in insights into the reasons and motives that explain social actions'. [4]

Any 2 from: gives more explanation of meanings and motives of social actions, can follow up new avenues of research that develop, produces valid data.

2 marks are available for each example.

1 mark for an identification of a reason, 2 marks for an identification and description of an example.

(f) Describe <u>two</u> strengths and <u>two</u> limitations of using studying society.

Strengths include: Produces reliable data, can gain access repeatable methods of study, can gain lots of comparable dat

Limitations include: Data lacks validity, no explanation of mea

2 marks are available for each example.

1 mark for each identification, 2 marks for each identification described.

Section B: Culture and Socialisation

2 The experience of childhood is not the same in all societies. are more child-centred than others. This helps us to underst construction.

(a) What is meant by the term social construction of childho

Do not give credit for answers that define socialisation.

A socially defined age status including a set of expectations and behaviours that refers to the period between infancy and adulthood but for which the rights and obligations are different at different times and places.

2 marks for an accurate definition, 1 mark for a partial definition such as what childhood means in a society.

(b) Describe <u>two</u> roles that a child may have in all societies. [4]

2 marks for a correct identification and description of the role, 1 mark for an identification of a role such as son only.

Any 2 from: any family role, friend or any other appropriate example such as worker, student.

If two family roles are identified they may be fully credited *if* the explanations are distinct enough.

(c) Explain how children learn to interact with others through secondary socialisation. [6]

0–3 One or two points made about socialisation that takes place in new situations such as school but these points will be undeveloped. Or confused answers which contain reference to primary and secondary socialisation without distinguishing between the two. A range of agents may be discussed with little explanation of how they interact.

4–6 Answers should look at a range of ways in which children learn to interact with others specifically through secondary socialisation. These can include play, imitation, censure, formal and informal learning at school and the peer group as well as the media, religion and role models.

(d) To what extent are all societies becoming child-centred?

0–3 In this mark band answers will point to the importance children have primary socialisation and learn langua important stage but such comments will always lack rang

4–6 In this mark band not only will the way in which chil societies but the ways in which this importance may influence this may be included such as falling birth rate contraception as well as the cost of education and families. Answers that give a one sided argument that either societies are or are not becoming more child-centred place in the middle of the band. One sided arguments are likely to receive a mark of 5. If they are one sided but well developed they may receive 6.

7–8 In this mark band the 'to what extent' in the question will be directly addressed. Not only will the significance of childhood in western societies be addressed but the changing nature of childhood in other societies as their economies change. Reward at the top of the band those answers that note that an individual experience of childhood may not be child-centred in child-centred societies and likewise may be child-centred in societies that are not generally child-centred. Reward can be given for inclusion of such trends as the one child policy in China and its consequences/infanticide.

3 Value consensus refers to agreement about basic values. Functionalists believe that value consensus is important to society.

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

The beliefs and goals held to be important in society.

2 marks for an accurate definition, 1 mark for a partial definition such as what people hold to be important/what is right and wrong in society.

(b) Describe <u>two</u> reasons why value consensus may be important to society. [4]

Any 2 from: helps social order, helps individuals understand roles, creates social stability, prevention of anomie.

2 marks for a correct identification and description, 1 mark for an identification only.

(c) Explain what governments can do to try to eliminate social conflict. [6]

0–3 One or two simplistic comments about how governments want to avoid conflicts in society. Others may describe how governments may try to please all in society and so eliminate conflict or they may describe how the police force people to conform.

4–6 At least two points made about legal changes such as equality legislation and making illegal racial, sexual or disability discrimination as well as equal opportunities policies in relation to housing, education and employment, the end of racial segregation, authoritarian regimes controlling via force.

(d) To what extent is there agreement about values in societ

0–3 One or two simplistic comments about people being the
or conversely comments about how people in society a
will always lack range.

4–6 At least two points should be made about how groups
the same time having values that are different. For exam
extended families whereas others do not. Other ans
cultures, class or caste. Universalistic/particularistic val
sided arguments are likely to receive a mark of 5. If they are one sided but well developed they may receive 6. Answers which stress there is agreement may give examples of agreed values from specific societies.

7–8 In this mark band answers should highlight that there can be no simple answer to this question as it depends on the society and the economic and social situation. The 'to what extent' in the question is directly addressed by identifying how it is possible to share many common values such as attitudes to criminal behaviour whilst at the same time having different values such as religion. Reward answers which refer to theory such as Marxism/functionalism.

Section C: Social Stratification and Ineq

4 Differences in the distribution of wealth may give rise to society. For example, people who are wealthy may have bett other people in the same society.

(a) What is meant by the term distribution of wealth?

The way in which the economic resources (money and oth shared out. This can be even or uneven.

2 marks for an accurate definition, 1 mark for a partial definition such as having rich and poor within a society.

(b) Describe <u>two</u> examples of social inequality, apart from differences in access to health care. [4]

The inequality must be described (gender) not simply the discrimination which is the result of the inequality itself (sexism).

Any 2 from: education, housing, employment, ethnicity, gender, sexuality, age, disability, class, caste, income or any other valid example.

2 marks for a correct identification and description, 1 mark for an identification by itself.

(c) Explain how an individual with a low social status can overcome the social inequality they experience. [6]

0–3 One or two simple points made about working hard to improve your social position but these points will be undeveloped. Other answers may suggest marriage or luck.

4–6 At least two points should be made in relation to the way in which an individual can influence their social position either through success in education, marriage, hard work and promotion or luck. Answers which relate this to the nature of society being open or closed should be placed towards the top of the band. Unusual answers such as buying designer clothes/phones etc. to overcome low social status within a particular group (e.g. gang subculture) can be allowed.

(d) To what extent does life expectancy reflect the distributio

0–3 One or two simple points about individuals from lowe provision and lower life expectancy. Other answers Answers which simply focus upon life expectancy or the link them together, should not move out of this band.

4–6 At least two points should be made in relation to the he and how higher social groups have better life expectan from infant mortality, illnesses such as asbestosis o Answers which argue that wealth is the most significant without developing the others are likely to be placed towards the middle of the band. One sided arguments are likely to receive a mark of 5. If they are one sided but well developed they may receive 6.

7–8 In this mark band the 'to what extent' in the question will be directly addressed with a description of the widening health divide. Life expectancy of higher class groups in developed societies is increasing faster than of lower social groups. A wider range of issues will be looked at with females generally having higher expectations than men and some ethnic groups being the lowest, occupation and region can also be a factor. Reward examples that compare groups within as well as between societies.

5 Industrialisation has brought about changes in patterns of work and employment. This has resulted in more opportunities for social mobility and achieved status.

(a) What is meant by the term achieved status? [2]

Status that is gained after birth such as from employment **or** having a special skill that attracts social approval such as Olympian, or disapproval such as criminal.

2 marks for an accurate definition, 1 mark for a partial definition such as the job you have.

(b) Describe <u>two</u> ways of achieving upward social mobility. [4]

Any 2 from: marriage, education, luck, hard work.

2 marks for a correct identification and description, 1 mark for an identification by itself.

(c) Explain how the nature of work may be changed by the process of industrialisation. [6]

Interpretation of industrialisation does not have to refer to traditional industrialisation, postmodern explanations are equally valid.

0–3 One or two points made about moving from rural based employment to factory based employment but the answer will lack development. Other answers may make similar points in relation to the introduction of machines as opposed to craft work.

4–6 At least two points should be made about changes such as rural to factory based employment and the organisation of that employment. The development of mechanisation and automation as opposed to craft work. The growth of professional work, feminisation of the workplace and the development of different types of jobs. Some reference may be made to the way in which industrialisation has impacted on female employment.

(d) To what extent does work in modern industrial societies

0–3 In this mark band there will be one or two points about answer will be undeveloped. Other answers may list job either boring or satisfying.

4–6 At least two points should be made about deskilling fulfilment away from employees as well as lack of po external factors are both valid. Other answers may see a removes unpleasant work, creates new computer driven work from home. One sided arguments are likely to receive a mark of 5. If they are one sided but well developed they may receive 6.

7–8 In this mark band answers will look at a range of theories about the nature of work and whether new technologies have freed the worker from boring repetitive work, creating work that gives the employee emotional reward or if alienation, reskilling, proletarianisation and deskilling exists. The ‘to what extent’ in the question will be directly addressed.

Section D: Power and Authority

6 Pluralists believe that the state acts as a referee between There are many types of pressure groups. A distinction is o and promotional pressure groups.

(a) What is meant by the term defensive pressure group?

A pressure group whose primary concern is to defend the in can demand formal membership such as Trade Unions or defend the interests of consumers. Answers do not have to c

2 marks for an accurate definition, 1 mark for a partial definition such as a pressure group which looks after its members.

(b) Distinguish between insider and outsider pressure groups. [4]

Any 2 comparisons such as access to politicians, insider consulted outsider not. Insider more power and resources but outsider not.

2 marks for a correct identification and description, 1 mark for an identification by itself.

OR answers which define each type of pressure group separately without making comparisons between them so that an insider group has access to those in power and exercises influence would gain 2 marks, where as a pressure group which can speak directly to government would gain 1 mark.

(c) Explain how pressure groups try to influence the decisions of governments. [6]

0–3 One or two simple points about campaigning and trying to influence the government but such answers will lack range. Other answers may list different ways in which pressure groups may attempt to attract attention.

4–6 At least two points about the methods used by pressure groups and these can include all aspects of campaigns, lobbying, gaining media attention, use of new media, strikes, bribery, corruption, civil disobedience and direct action.

(d) How far are pluralists correct in believing that the state acts as a referee between competing pressure groups? [8]

0–3 One or two simplistic points about how the state has to/or does take fair decisions for everyone but such answers will always lack range.

4–6 At least two points should be made about the pressure groups that exist in societies and the different groups who may not have a direct voice to the state. Some may argue that they are not due to consensus and others that they are wrong and Marxist interpretations are correct. One sided arguments are likely to receive a mark of 5. If they are one sided but well developed they may receive 6.

7–8 The ‘how far’ in the question will be directly addressed. Those answers that compare Marxist views on ruling class control of decision making to the views of pluralists and elite theorists mark here. Other answers may refer to the type of society and the possibility of the existence of pressure groups and their effectiveness within different societies. Answers may well give contemporary examples.

7 One principle of democratic societies is that citizens are abl process.

(a) What is meant by the term democratic societies?

Societies in which the political systems enable the citizen through elections. These societies are characterised by such and the rights of the individual are protected. Simply referr doesn't necessarily refer to democracies.

2 marks for an accurate definition, 1 mark for a partial definition such as countries which have elections.

(b) Describe <u>two</u> types of political systems, apart from democracy. [4]

Any 2 from: dictatorship, totalitarian, monarchy, oligarchy, plutocracy, autocracy, martial law.

2 marks for a correct identification and description, 1 mark for the naming of a system only.

(c) Explain the processes by which government decisions are made in democratic societies. [6]

Answers may talk about the theory or the reality of the democratic system.

0–3 One or two points made about governments making decisions to keep all people happy (or not) but such answers will always lack range. Others may give simple descriptions of how an election may be carried out.

4–6 Answers should outline the parliamentary system (or something similar), better answers will describe how the decisions of assemblies can be influenced by other factors such as the power of other groups like civil servants or a ruling class.

(d) To what extent do democratic systems reflect the will of the people? [8]

0–3 One or two simple points about how in democracies elections result in representative government but the answer may show confusion and lack range.

4–6 At least two points should be made about the way in which elections reflect choices of large populations which may be by comparison with other less representative ways of establishing government. At the top of the band there may be some reflection on whether the government the people really want takes control. One sided arguments are likely to receive a mark of 5. If they are one sided but well developed they may receive 6.

7–8 In this mark band the 'to what extent' in the question should be directly addressed by showing that there are different theoretical views as to the reflection of the will of the people in democracies, namely Marxist and pluralist but these do not have to be named in order to gain full marks.