CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2

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.

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 The sociologist's choice of research method will depend o they have for the research. For example, large-scale *cross-s* many researchers and cost a lot of money. On the other ha one researcher using covert or *overt observation* may be che

Another influence on the choice of research method is whe collect quantitative or qualitative data.

Ethical issues are also a factor that the researcher has to consider and this may influence them to use already published studies so as to avoid the *researcher effect.*

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

(i) Cross-sectional surveys [2]

Where a cross section of a population is questioned only once giving a snapshot picture. Allow some notion of a sample as a partial response.

1 mark for a partial answer such as when a quick survey is taken, 2 marks for a detailed answer.

(ii) Overt observation [2]

When the research subjects know that they are being observed. Allow participant or non-participant.

1 mark for a partial answer such as when a group is being observed or know they are being researched, 2 marks for a detailed answer.

(iii) Researcher effect [2]

Any situation where the response of the research subject is influenced by the researcher's personal characteristics.

1 mark for a partial answer such as when the researcher has an effect on their research, or candidate offers some notion of researcher creating some bias, 2 marks for a detailed answer.

(b) Describe <u>two</u> disadvantages of using already published studies in sociological research. [4]

Any 2 from purpose of the secondary data may not fit the research being undertaken, definitions of terms used in secondary data may not be the same as those of the research, may be difficult to compare statistics from the past to the present, have no control over the quality of the secondary data; published studies may reflect the researchers' personal biases; not representative of the group being studied.

2 marks are available for each example.

1 mark for an identified disadvantage, 2 marks for an identified disadvantage and a description.

(c) Describe <u>two</u> ethical issues when carrying out covert par

Any 2 from issues involved in not being open about t researched, if observing a deviant group, problems of co experiment on humans; not having any impact on the welfar under study.

2 marks are available for each example.

1 mark for an identified issue, 2 marks for an identified issue

(d) Describe <u>one</u> strength and <u>one</u> limitation of overt participant observation in sociological research. [4]

Strengths include: ethical issues dealt with by disclosure, gains qualitative data, social life studied in natural setting, valid; to overcome ethical issues.

Limitations include: may change behaviour once disclosed, cannot be replicated, can get too involved causing bias.

2 marks are available for each example.

1 mark for an identification of a strength/limitation, 2 marks for an identification of a strength/limitation and a description of the point.

(e) Describe <u>two</u> reasons for using qualitative methods of data collection in sociology. [4]

Any 2 from gives more explanation of meanings and motives of social actions, can follow up new avenues of research that develop, exposes hidden behaviours, valid.

2 marks are available for each example.

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

(f) Describe <u>two</u> strengths and <u>two</u> limitations of using quantitative methods of data collection in sociological research. [8]

Strengths include: cheap and easy to administer, reliability, results can be replicated, data can be coded and analysed, fairly easy to train researchers, no ethical issues; less biased.

Limitations include: low response rate influencing validity, can be inappropriate for sensitive issues, data can be shallow. 2 marks are available for each example.

1 mark for identifying a strength/limitation, 2 marks for identification and description of the strength/limitation.

Section B: Culture and Socialisation

2 Socialisation never ends. Children learn how to live in their lives they pass through different stages, such as adolesce social roles.

(a) What is meant by the term social roles?

Those ways of behaving that are appropriate for a particu name social roles but there must be some acknowledgem than one to gain both marks.

2 marks for an accurate definition, 1 mark for a partial definition such as a parent **or** teacher.

(b) Describe <u>two</u> agencies of socialisation. [4]

2 marks for a correct identification and description, 1 mark for an identification by itself.
Any 2 from family, education, religion, media, allow peer group.

(c) Explain why socialisation continues throughout life. [6]

0–3 One or two simplistic comments about the way in which individuals learn by imitation or by control throughout life as they meet new situations.

4–6 Answers in this band should give at least two developed points and more detail of the way in which secondary socialisation is continued throughout life in every new situation such as employment. Likely inclusion will be the variety of different roles that individuals encounter throughout their life and the need to learn the 'rules' in new situations.

(d) To what extent does the experience of adolescent life differ between societies today? [8]

0–3 In this mark band there will be one or two simplistic points made about how the lives of adolescence in different societies are the same or different but such comments will always lack range.

4–6 In this mark band there will be at least two valid points made about either the similar experience between societies or the differences and perhaps the non-existent nature of this stage in some societies. If a one sided answer is given, even if supported, then place in the middle of the band.

7–8 In this mark band there will be a developed assessment of the 'to what extent' in the question by reference to either the different or similar experiences of teenagers within one society and between cultures. Credit candidates who note that this is a relatively new phenomenon and restrict their answers to contemporary societies.

3 Culture refers to the norms and values that bind people to main culture of a society there may be many sub-cultures.

(a) What is meant by the term norms?

Social rules, expectations or standards that govern the beh society.

2 marks for an accurate definition.

1 mark for a partial definition such as the rules of society. Allow one mark for an example of a norm. Candidates who confuse norms and values should be awarded zero.

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

Any 2 from a named deviant sub-culture such a criminal, drug taker, including deviant protest groups or any other valid group. Allow welfare or dependency culture but not culture of poverty. Do not allow youth sub-culture by itself as a deviant culture.

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

(c) Explain why most people conform to the norms and values of society. [6]

0–3 One or two points made about how socialisation teaches certain abilities/values such as manners, language and the rules of society but these points will be undeveloped. Other answers may argue that people obey because they have to or they will be punished.

4–6 At least two points will be developed about the way in which individuals gain reward by following the rules of society set against the consequences of not conforming and the punishments and sanctions or disadvantages that this entails.

(d) To what extent is sub-culture the main influence on an individual's social identity? [8]

0–3 A few comments about the type of identity an individual can have will be made with little reference either to culture or sub-culture but these points will be undeveloped. Some answers may list different types of identities.

4–6 At least two points should be addressed from sub-culture, the family, peer group, religion, main stream culture and other similar factors that are important to individual identity. At the top of the band a range of influences on identity will be considered that can include gender, ethnicity, class and the sub-cultures they create. One sided answers place in the middle of the band.

7–8 In this mark band the 'to what extent' in the question will be considered directly. Both the variety of influences on an individual's identity will be described as well as the membership of main stream culture. Some answers may give specific reference to studies such as the mods or rockers where the sub-culture becomes the most important part of identity but will also point out that this usually changes over time whereas other factors such as ethnicity are likely to be dominant and permanent.

Section C: Social Stratification and Ineq

4 Similarly to many ethnic minority groups, young and old peo work. Young people may find it difficult to obtain entry into often face ageism and difficulties in finding new jobs.

(a) What is meant by the term ageism?

The negative stereotyping of an individual on the basis of t basis of age.

2 marks for an accurate definition, 1 mark for a partial definition such as thinking old people are unable to do things.

(b) Describe <u>two</u> reasons why young people may find it difficult to obtain entry into the job market. [4]

Any 2 from lack of experience, lack of qualifications, lack of job opportunities, perceived immaturity, due to legal restrictions, employers can't afford to take on staff due to minimum wage, economic down turn – jobs not available.

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

(c) Explain why older people may face difficulties in finding new jobs. [6]

0–3 One or two points made about how older people may not have the new skills or are perceived to be too decrepit but these points will be undeveloped.

4–6 At least two points about being considered over the hill and lacking enough energy and skills to complete, sickness and cost of health insurance, perceived ill health. Reward references to such features as compulsory retirement ages and media representations of youthful personalities.

Accept as 'old' any reasonable answer relating to different societies.

(d) To what extent do members of minority ethnic groups face discrimination at work? [8]

0–3 A few comments about racism or the lack of opportunities because of such factors as lack of education but these points will be undeveloped.

4–6 At least two points should be addressed about the problems ethnic groups may face either in getting work or by treatment in work once it is found. Other answers may highlight ethnic groups who are successful either at getting work or in combatting racism once they have got it. Other factors such as anti-discrimination laws may be included. One sided answers place in the middle of the band.

7–8 The 'to what extent' in the question will be directly addressed and a range of factors that are linked to problems and difficulties in employment experienced by some ethnic groups will be looked at. Reward examples that highlight the advantages experienced by some ethnic minorities.

5 Even though there is more equality in modern industrial soc found. The life chances of men and women are different bet

(a) What is meant by the term patriarchy?

Domination by men over women in all aspects of society: cultural.

2 marks for an accurate definition, 1 mark for a partial de women what to do.

(b) Describe <u>two</u> ways in which societies can be patriarchal. [4]

Any 2 from distribution of power including political power, inheritance, employment opportunities, promotion opportunities, relationships in marriage; media representations.

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

(c) Explain how women's roles may be changing in modern industrial societies. [6]

0–3 One or two points made about how women can now go out to work for pay and men stay behind at home but these points will be undeveloped. Other single issue answers may just describe female opportunities to gain education.

4–6 At least two points should be addressed how social change has altered expectations in relation to education, employment, family roles, sexual equality and the relationships in marriage; political participation and equal rights issues. Candidates who talk only about conjugal roles but do so well could achieve four marks. Answers may well give examples of women who are undertaking roles that they would not have done in the past. Other answers may describe societies where there has been little or no change but it is not necessary to do both.

(d) To what extent are the life chances of women different to the life chances of men in modern industrial societies? [8]

0–3 A few comments about the lives of men and women are similar today or that argue that nothing has changed but these points will be undeveloped and are likely to be limited to life in the family.

4–6 At least two points should be addressed about the ways in which the life chances of men and women are different such as life expectancy, women still expected to be carers, differentiated pay rates, the glass ceiling. Other answers may describe how the life chances of women have improved at least in modern industrial society. One sided answers place in the middle of the band.

7–8 The 'to what extent' in the question will be directly addressed by looking at both the improvements in women's lives and the way that social change has impacted on the lives of men and women by such changes as contraception. Both improved education and opportunities and the limitations that exist will be seen in both the lives of men and women.

Section D: Power and Authority

6 Marxist theories of power are based on the idea that membe two main classes. One of these classes is the ruling class, t and a state of conflict exists between the two.

(a) What is meant by the term ruling class?

The group who control society whether they are seen as power more covertly; owners of the means of production

2 marks for an accurate definition, 1 mark for a partial definition such as the government.

(b) Describe <u>two</u> features of the working class. [4]

Any 2 from do not own property, have to sell their labour, are the proletariat, do manual labour.

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

(c) Explain how conflict between the ruling class and the working class is expressed. [6]

0–3 One or two points made about how the different classes have different interests and these may be expressed by such action as strikes, but these points will be undeveloped.

4–6 At least two points should be addressed about Marxist theory of class conflict relating to conflict of interests, exploitation of workers/class conflict, possibly revolution, strikes or other protests and exploitation. It is not necessary to name Marxism to gain full marks.

(d) How far is the ruling class still the most powerful group in modern industrial societies? [8]

0–3 A few comments agreeing that power does remain with the ruling class even in modern industrial societies but these points will be undeveloped. Other answers may disagree saying that individuals have their rights in modern industrial societies.

4–6 At least two points should be addressed to show how in democracies individuals are consulted through elections and referendums but can also show that the ruling class keep power by their control of the media and wealth. One sided answers place in the middle of the band.

7–8 The ‘to what extent’ in the question will be directly addressed by focusing on the question and comparing elite theory with Marxist and pluralist views and perhaps by reference to elite self-recruitment. Answers may be related to different types of political systems.

7 In most countries the right to vote in government elections w given to women.

(a) What is meant by the term right to vote?

Societies in which the political systems enable citizens w choose their government through elections.

2 marks for an accurate definition, 1 mark for a partial definiti a representative.

N.B. right to vote does not imply in a democratic society.

(b) Describe <u>two</u> reasons why the right to vote was given to men before it was given to women. [4]

Any 2 from women regarded as emotional, women had lower status, religious dogma or any other valid answer related to patriarchy, changing norms and values.

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

(c) Explain why fewer women than men become politicians. [6]

0–3 One or two points made about how it is harder for women to get elected and harder for them to be free of family responsibilities. Such answers will be undeveloped.

4–6 At least two points should be addressed that describe the shorter tradition of female politicians, the lack of role models, the unsocial hours for family life and the consequences of patriarchal society, lack of educational opportunity.

(d) To what extent does a person's gender influence voting behaviour? [8]

0–3 A few comments about how gender does or does not matter as an influence on voting behaviour as other factors may or may not be more important but these points will be undeveloped.

4–6 At least two points should be addressed that argue that women are slightly more likely to be left wing due to the seemingly more caring policies of left wing parties or right wing due to traditional values to be found in the home. Women are more likely to vote on the basis of a politician's charisma. At the top of the band there may be other factors mentioned such as age or class which may have a greater influence. One sided answers place in the middle of the band.

7–8 The 'to what extent' in the question will be directly addressed by not only looking at the reasons why women would be left or right wing but by contrasting these to other factors that may be more significant such as age, family and political socialisation, class, ethnicity and economic factors. Answers which highlight the difficulties in making such generalisations will most probably be placed here.