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MARK SCHEME

Maximum Mark: 80

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Section A: Theory and methods

1 Milgram's Electric Shock experiment.

In 1963 Stanley Milgram carried out a laboratory experiment. He told participants that the experiment was to study how punishment affected learning.

The research group was divided into 'teachers' and 'learners'. The 'teachers' saw the 'learners' sit in a chair that looked like an electric chair. The 'teacher' was then asked to test the 'learner' and if they made a mistake give them an electric shock.

The equipment used to give the electric shock was labelled 15 volts to 450 volts. The 450 volts was clearly labelled 'Danger: severe shock'. The 'teacher' was told the shock would be painful but it would not hurt the 'learner'. The equipment was really a fake. The 'learners' were not really in danger but as the voltage went up the 'teachers' heard cries of pain. At 330 volts the 'learners' went silent.

In the experiment none of the 'teachers' questioned the activity until the 'learners' fell silent. This showed that people will usually follow the instructions of an authority figure without question.

Adapted from 'Sociology: A Global Introduction' Macionis and Plummer.

(a) Identify <u>two</u> reasons why laboratory experiments might not be valid. **[2]**

- Unnatural environment
- Subjects influenced by values of researcher
- Researcher bias
- Inappropriate design of experiment
- Subjects do what they think is expected
- Subjects do not behave normally, e.g. because they are under stress
- The Hawthorne effect occurs because they know they are being observed
- Any other reasonable answer.

One mark for each reason correctly identified (up to a maximum of two).

(b) Identify <u>two</u> methods that might be used to research behaviour, apart from laboratory experiments. **[2]**

- Interview (any type)
- Questionnaires (any type)
- Observation (any type)
- Field experiment
- Longitudinal studies
- Collecting secondary data, e.g. media materials
- Content analysis
- Any other reasonable response.

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(c) Using information from Source A, describe <u>two</u> reasons why laboratory experiments might be unethical. [4]

Candidates need to recognise that this type of experience has generally been discredited. Candidates can usefully point to the fact that the participants were misled and misinformed about the nature and purpose of the experiment, e.g. told that it would not harm the participants; although participants were not harmed, allow responses which comment on the ethical requirement to do no harm. As the experiment may have caused psychological damage to 'teachers'.

Possible responses (other suitable references to Source A may be used):
- Lied to – 'not really in danger'
- Misled – 'but it would not hurt the 'learner'
- Misinformed –'cries of pain'
- Psychological damage to participants – 'none of the 'teachers' questioned…'
- Manipulation – 'The 'teacher' was then asked to test the 'learner' and if they made a mistake give them an electric shock'.
- Any other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–2)
Answers at the bottom of the band will offer one reason without reference to Source A. Alternatively answers may be vague or general with little sociological knowledge. Answers at the top end of the mark band may offer two reasons but without reference to Source A.

Band 2 (3–4)
To reach this band candidates **must** make reference to Source A. A candidate who gives **one** reason but makes use of source A would achieve 3 marks. To reach the top of the band candidates will give **two** reasons with development and reference to the Source A.

(d) Describe <u>two</u> strengths of using experiments in sociological research. [4]

Candidates will be expected to describe any of the following:
- Possibility of controlling the environment
- Increased reliability
- Ease of replication
- Ease of recording results
- Quantifiable data is produced
- See subjects in their natural surroundings (field experiments)
- Increased validity with reference to field experiment
- Positivism-scientific approach
- Time and cost (only if qualified/explained)
- Any other reasonable response.

One mark for each strength correctly identified (up to a maximum of two).
One mark for each point that is developed (up to a maximum of two).

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(e) Describe <u>two</u> strengths and <u>two</u> limitations of using positivist methods in sociological research. [8]

Strengths:
- Quicker than another non-positivist specified method
- Cheap to collect data from a large group of people
- Less need to recruit or train interviewers
- Data easier to quantify
- More reliable
- Easier to standardise questions
- More likely to be representative
- Possible to make generalisations
- Objective-postivists claim their methodology avoids/ reduces bias
- Any other reasonable response.

Limitations:
- Lack validity
- Unable to establish social meaning
- Lack insight
- Low response rate may decrease representativeness
- Methods lack flexibility
- Any other reasonable response.

One mark for each strength correctly identified (up to a maximum of two) and one mark for description of each strength (up to a maximum of two).

One mark for each limitation correctly identified (up to a maximum of two) and one mark for description of each limitation (up to a maximum of two).

(f) Explain why sociological researchers may use triangulation in their research. [10]

Candidates will be expected to show an awareness that triangulation is used to improve the reliability and/or validity of the research. Researchers will use a variety of methods so they can overcome the limitations of each individual method.

Answers may include:
- That a single method may lack validity
- A single method may lack reliability
- Results may not be representative or allow generalisation
- As a means to check results
- To get both qualitative and quantitative data
- Theoretical triangulation may give greater validity
- Any other reasonable response.

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Band 0
No creditworthy response.

Band 1 (1–3)
Answers at this level are likely to show limited understanding and be based on common sense or demonstrate little in the way of clear sociological knowledge or terminology, e.g. *sociologists use triangulation so they can get their research right.* At the top of the band candidates may begin to use some appropriate knowledge or terminology. Candidates may only give one reason.

Band 2 (4–7)
At the bottom of the band, candidates demonstrate basic understanding of the issue and begin to use some appropriate knowledge and terminology. Supporting explanation may be weak or over simplistic, e.g. *sociologists use triangulation because one method of research alone would not be valid.* At the top of the band, candidates use appropriate knowledge and terminology but may not fully focus on the question. Candidates are likely to offer more than one reason.

Band 3 (8–10)
The candidates' answer is fully focused on the question, e.g. *sociologists will use a number of research methods in an attempt to achieve valid and reliable results. They may wish to have both qualitative and quantitative data and to look at an issue from both a macro and mirco sociological view. A single method could not achieve this also as all methods have problems researchers may overcome these by using more than one.* There is evidence of good use of sociological terms and candidates may make clear reference to the concept of triangulation and understand the link between this and the validity of the research. At the top of the band, candidates should offer a range of reasons as well as demonstrate accurate use of sociological concepts.

(g) To what extent might the sociological perspectives of researchers shape their research? [15]

Candidates need to understand that no research is unbiased and that all research is affected by values of the researcher to some extent. Candidates might also usefully explore the impact of other factors on research, like funding, time and access to the group.

Arguments for:
- Positivist argument that research should be objective and value free
- Perspective would affect research approach, e.g. Marxist would only take a macro-sociological approach
- Feminists would only focus on certain issues/topics, e.g. patriarchy
- Marxist would focus on conflict between social classes
- Functionalist would look for consensus
- Search for social facts
- Use of quantitative methods
- Need for research to be valid, reliable and representative
- Interpretivism and qualitative data
- Need to establish 'Verstehen'
- Perspective may impact on interpretation of findings, i.e. certain evidence may be ignored
- Any other reasonable response.

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Arguments against:

- Need for research to be acceptable to sponsors, e.g. if the government are paying they might what the research to reflect their political perspective
- Need for funding, e.g. funding will only be available for research in certain fields
- Need to avoid criticism of academic peer review
- Depends what they seek to investigate as some methods would be inappropriate or the data may be unavailable
- Ethical issues
- Access to the group
- Limits of time and resources
- Any other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–4)
Answers in this band may be largely based on common sense showing limited or no knowledge of sociological terms or concepts. Candidates are unlikely to understand the term perspective, e.g. *if they believe in something they might research it.*

Band 2 (5–8)
In this band candidates will tend to offer some basic discussion of the links between perspective and the methods used. They may describe methods and their problems. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issue of the links between perspective and methodology. At the top of the band, candidates may offer a description of more than one method or perspective, e.g. *researchers always have to plan their research carefully and if they are Marxists they might want to study social class.*
One sided responses can not score more than 8 marks

Band 3 (9–12)
Answers in this band will show good use of sociological language and will make some attempt at addressing the issue of the links between perspective and methodology but this may be weak or focus only on either agreement or disagreement with the question. At the bottom of the band, candidates may provide a good range of points but there might be a lack of focus on the issue. At the top of the band, candidates are likely to show either strong agreement or disagreement with clear focus on the question but are unlikely to discuss both sides.

Band 4 (13–15)
Answers in this band will be clearly focused on the question and address the 'extent' of the impact of sociological perspective on the choice of research method. Candidates will offer a range of arguments both for and against the question but this need not be balanced. They show excellent grasp of sociological terms and knowledge. At the top of the band there will also be an evaluative conclusion, e.g. *the extent to which sociological research is a reflection of the researchers perspective may be limited by practical considerations but it will generally be relative to what it is that they seek to investigate which must have some relationship to their perspective.*

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Section B: Culture, identity and socialisation

2 The Wild boy of Aveyron was a child who lived in the woods, in 18th Century France. When he was captured the child couldn't speak. The Wild boy of Aveyron is one of many examples of feral children used to highlight the role of primary socialisation.

(a) What is meant by the term 'feral children'? [2]

Unsocialised children who do not have the patterns of behaviour that mark them out as human.

One mark for partial definition, e.g. *a child that is more like an animal*
Two marks for clear definition, e.g. *a child that has not had the benefit of primary socialisation and has animal like behaviour.*

(b) Describe <u>two</u> examples of what is learnt in primary socialisation.

Two from:
- Learning language
- Eating/table manners
- Walking
- Potty training/personal hygiene
- Gender roles
- Domestic skills
- Values
- Norms
- Any other reasonable response.

One mark for each example identified (up to maximum of two).
One mark for each description (up to a maximum of two).

(c) Explain how children learn social expectations. [6]

Candidates will be expected to show a broad understanding of complex patterns of socialisation. Candidates may talk about either primary or secondary socialisation or both.

Possible answers:
- Rewards and sanctions
- Canalisation and manipulation
- Imitation
- Through the hidden curriculum, e.g. learning to obey rules and regulations
- Through coercion
- Role models, e.g. in media or family
- Peer pressure
- Primary socialisation, e.g. family teaching you to walk
- Secondary socialisation
- Any other reasonable response.

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Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of the process of learning social expectations. Responses may be short and undeveloped. At the top of the band, there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points. Answers may be placed broadly within the concept of socialisation in general, e.g. *they have to obey their parents or they will be punished.*

Band 2 (4–6)
A clear and accurate explanation showing good sociological knowledge and understanding of the social processes involved in learning expectations which is supported by relevant examples. Sociological terms should be expected. At the top of the band candidates will use sociological terms and concepts, referring to a range of factors, e.g. *children learn to conform through a variety of processes these may include both positive and negative sanctions from their family, peers and other agencies of socialisation.*

(d) Explain why socialisation is necessary for social conformity. [8]

Candidates need show an awareness of the impact of inadequate socialisation or the results of socialisation into a different sub-culture to the mainstream culture.

Possible answers:
- Without adequate socialisation people do not follow the accepted norms and values of society. Individuals need to know the beliefs, norms and values of society in order to be accepted by the society or group.
- Without adequate socialisation individuals may not conform to 'normal' human behaviour
- Social harmony may not be possible without conformity
- Functionalist view shared norms and values are necessary for society to function
- Even in sub-cultures individuals are taught to conform to the groups values
- Education teaches conformity through the hidden curriculum
- Family canalise and manipulate individuals into conforming to gender roles
- Media present norms, values and role models for individuals to conform to.
- Any other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of why socialisation is necessary to social conformity. There may be some discussion of socialisation or lack of socialisation but this may not be directed to the question. Responses may be short and undeveloped. Sociological terms and concepts are unlikely to be used. At the top of the band, candidates may offer more than one weak point.

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Band 2 (4–6)
Answers in this band will show basic sociological knowledge and understanding. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Responses may be underdeveloped and lacking in range. Answers may focus on describing socialisation or social conformity; this may include description of inadequate socialisation, without any attempt to explain why it is necessary to social conformity. At the top of the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed.

Band 3 (7–8)
Answers in this band will show good sociological knowledge and understanding of why socialisation is important to social conformity. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.

(e) To what extent does nurture explain human behaviour? [15]

Candidates will be expected to engage in the classic 'nature' vs 'nurture' debate. They may recognise that as genetic science changes more is known about genes and behaviours and that sociology as a discipline is inevitably more interested in 'nurture.'

Arguments for:
- Humans do not display instinctive behaviour
- Social relativity of gender roles, i.e. examples of no mothering role
- Celibacy – nurture overcoming natural instincts
- Socio-biology is ethnocentric in nature
- Inadequate socialisation, i.e. individuals may not be recognisably human without socialisation like feral children
- Nurture not nature, Oakley
- Role of agencies and processes of socialisation in developing human behaviour
- Any other reasonable response.

Arguments against:
- Biological determinism
- Aggression
- Hormones
- Sex drive, urge to reproduce
- Mothering instinct, Bowlby (1953)
- Genetic inheritance, e.g. intelligence, criminal behaviour
- Nature not nurture universal values
- Any other reasonable response.

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Band 0
No creditworthy response.

Band 1 (1–4)
Answers in this band may be vague and largely based on common sense showing limited knowledge of the nature vs nurture debate. Responses may be short, undeveloped and one-sided, e.g. *human behaviour is learnt because babies are born helpless.* At the bottom of the band, use of sociological terms or concepts is very unlikely. At the top of the band, candidates may understand learnt behaviour is linked to socialisation and nurture.

Band 2 (5–8)
In this band candidates will show some basic knowledge of the nature vs nurture debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may describe studies of inherited characteristics like criminality, e.g. Lombroso.

A one-sided answer cannot score higher than 8 marks.

Band 3 (9–12)
Answers in this band will show good sociological knowledge and understanding of the nature vs nurture debate. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question, e.g. *sociologist argue that humans show little in the way of instinctive behaviour, they do not have the urge to nest like birds, but rather methods of raising child vary greatly from society to society suggesting they are learnt behaviours resulting from socialisation.*

Band 4 (13–15)
Answers in this band will show an excellent knowledge and understanding of the nature vs nurture debate. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion, e.g. *sociologist generally favour the view that most human behaviour is the result of socialisation and they are highly critical of socio-biology which suggests behaviour is the result of nature, but this may be a reflection of their subject based bias and advances in genetic may yet prove links to nature and behaviour.*

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Section C: Social inequality

3 'It is estimated that 27 million people alive today are living in slavery. This is more than at any other point in history. This number is greater than the total population stolen from Africa during the transatlantic slave trade. (Bale 2009)'

Adapted from Macionis and Plummer, Sociology – A Global Introduction

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

A stratification system where one group is the legal property of another.

One mark for partial definition, e.g. where you are not free
Two marks for clear definition, e.g. where one person is the property of another.

(b) Describe <u>two</u> examples of social inequality, apart from slavery. [4]

Candidates will be expected to identify and describe two from the following:
- Inequalities based on social class, caste, apartheid, feudal system, estate
- Inequality based on gender
- Inequality based on ethnicity
- Inequalities based on age
- Inequality of wealth
- Inequality of access to health care
- Inequality resulting from discrimination, e.g. on the grounds of disability
- Unequal access to power
- Any other reasonable response.

One mark for each example identified (up to maximum of two), e.g. *gender.*

One mark for each description (up to a maximum of two), e.g. *women may face inequalities in pay because of gender discrimination in the work place.*

(c) Explain how minority ethnic groups can experience inequality. [6]

Candidates need to demonstrate an understanding of the many ways in which ethnic groups can experience inequality.

Possible answers:
- Inequality in education
- Inequality in health care
- Inequality in employment
- Inequality in housing
- Unequal access to justice
- Racism/discrimination
- Ostracism
- Segregation and apartheid
- Unequal access to power
- Any other reasonable response.

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Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of the concept of the inequalities minority ethnic groups might face. Responses may be short and undeveloped. At the top of the band, there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points. Answers may be placed broadly within the concept of inequality in general, e.g. *minority groups are poor while the majority are rich.*

Band 2 (4–6)
A clear and accurate explanation showing good sociological knowledge and understanding of the inequalities faced by minority ethnic groups which is supported by relevant examples. Sociological terms should be expected. At the top of the band candidates will use sociological terms and concepts, referring to a range of factors. Candidates will address the nature of the inequalities faced.

(d) Explain why poverty still exists today. [8]

Candidates may approach this question from a number of angles they may look at poverty within a single society or take a global approach either angle is acceptable. They may also approach the question from the angle of definitions of poverty, i.e. whether or not it exists depends on how you define it.

Possible answers:
- Globalisation, poverty resulting from exploitation by multi-nationals/wealthier nations
- Lack of aid from wealthier nations
- Government corruption
- Inadequate benefits
- Benefits and poverty trap
- Cycle of deprivation
- New right perspective–poor are lazy
- Resulting from war or civil unrest
- Over population
- Marxist theory, i.e. exploitation by bourgoeise
- Feminist theory
- Underdevelopment
- Migration-push or pull factors
- As a result of natural disasters, e.g. famine or flood
- Discrimination
- Bonded labour
- Relative poverty vs absolute
- Any other reasonable response.

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Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of factors that may lead to poverty. Responses may be short and undeveloped. Sociological terms and concepts are unlikely to be used. At the bottom of the band, expect one weak point. At the top of the band, candidates may offer more than one weak point.

Band 2 (4–6)
Answers in this band will show basic sociological knowledge and understanding. Responses may be underdeveloped and lacking in range. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately, e.g. *poverty still exists because the rich owners do not pay enough wages to the poor.* At the top of the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed.

Band 3 (7–8)
Answers in this band will show good sociological knowledge and understanding of why poverty still exists. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.

(e) To what extent does social mobility exist in all societies? [15]

Candidates need to show an awareness that even some so called closed 'systems' offer some chances of mobility whilst at the same time open societies may offer little mobility.

Arguments for:
- Even closed systems offer some opportunities, e.g. slaves can be set free, peasants can be ennobled.
- Wealth tends to enabled mobility in most systems, e.g. winning lottery
- Meritocracy allows for mobility for those who have talent and work hard.
- Evidence of success of self-made man/women
- Embourgoisement thesis as evidence of upward mobility
- Proletarianisation thesis as evidence of downward mobility
- Equal opportunity/equality legislation
- Equality of access to education allowing for social mobility based on merit
- Any other reasonable response.

Arguments against:
- Caste and apartheid systems almost completely closed
- Social closure in open societies
- Elite self-recruitment
- Old boys network
- Patriarchy
- Evidence of limited mobility, e.g. women and ethnic groups
- Any other reasonable response.

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Band 0
No creditworthy response.

Band 1 (1–4)
Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Responses may be short, undeveloped and one-sided, e.g. *people who work hard at school will get good qualifications and get to the top.* At the bottom of the band, use of sociological terms or concepts is very unlikely. At the top of the band, candidates may understand that some societies/systems are more open than others, e.g. *in the caste system there was no mobility.*

Band 2 (5–8)
In this band candidates will show some basic knowledge of the debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may describe examples of social mobility, e.g*. in the estate system there was the possibility of mobility a peasant could marry a prince and move up in the society.*

A one-sided answer cannot score higher than 8 marks.

Band 3 (9–12)
Answers in this band will show good sociological knowledge and understanding of the debate. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question, e.g. *a man from a working class family might make it to the top with hard work but, despite equality legislation, women still meet the glass ceiling in the work place and few make it to C.E.O level.*

Band 4 (13–15)
Answers in this band will show an excellent knowledge and understanding of the debate. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion, e.g. *most societies offers some opportunity for mobility for the most able and talented but even in so called open systems there may be obstacles to mobility like unequal opportunity. Even in open societies the children of the poor are much less likely to reach the top.*

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