

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the June 2005 question paper

0495 SOCIOLOGY

0495/02

Paper 2, maximum raw mark 60

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which Examiners were initially instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

- CIE will not enter into discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the June 2005 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Grade thresholds for Syllabus 0495 (Sociology) in the June 2005 examination.

	maximum mark available	minimum mark required for grade:			
		A	C	E	F
Component 2	60	47	30	20	13

The threshold (minimum mark) for B is set halfway between those for Grades A and C.
The threshold (minimum mark) for D is set halfway between those for Grades C and E.
The threshold (minimum mark) for G is set as many marks below the F threshold as the E threshold is above it.

Grade A* does not exist at the level of an individual component.

June 2005

IGCSE

MARK SCHEME

MAXIMUM MARK: 60

SYLLABUS/COMPONENT: 0495/02

SOCIOLOGY

Paper 2

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Section A : Family

1 The nuclear family is the main type of family unit in modern industrial societies. Family units tend to be larger in traditional societies.

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

A father, mother and at least one child (= 1 mark), living together (= 2 marks).

(b) Describe two other types of family unit. [4]

Extended family; compound or step family; matrifocal or one-parent family (2 x 2 marks).

(c) Why do family units tend to be quite large in traditional societies? [6]

1-3 A few basic points with little or no development may be worth 2 or 3 marks.

4-6 Answers in this band will cover several well-made points, with good use of examples or other development at the top of the scale. Reasons why family units tend to be larger in traditional societies include: children are an economic asset; lack of state welfare for parents in their old age; tradition and religious influences in some cases; high infant mortality rate; etc.

(d) Assess the claim that the nuclear family is in decline in modern industrial societies. [8]

0-4 A balanced assessment restricted to a few simple points or a one-sided answer would be worth 3 or 4 marks.

5-8 Answers at this level will assess the extent to which the nuclear family is in decline. At the top of the band, a range of relevant points will be offered with suitable development and evidence of analytical skills.

2 Divorce rates tend to be quite high in modern industrial societies. For example, more than one in three marriages ends in divorce in the UK today.

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

The termination of a marriage (= 1) through a legally recognised process (= 2 marks)

(b) Describe two forms of marital breakdown apart from divorce. [4]

Separation; empty-shell marriages; desertion (2 x 2).

(c) Explain why divorce rates tend to be quite high in modern industrial societies. [6]

0-3 Answers that cover just one or two basic points about the reasons for the rising divorce rate will feature at this level.

4-6 Factors that might explain a high level of divorce include, for example: legal changes; attitude changes; changes in expectations of marriage; increasing independence of women; move to isolated nuclear family; specific historical factors such as the Second World War. Several factors well explained would justify a mark at the top of the band.

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(d) **To what extent are marriages based on equal relations between the partners in modern industrial societies today?** [8]

0-4 Some awareness of the relevant issues expressed through a few simple points would merit 3 or 4 marks.

5-8 A sound account of the symmetrical family thesis, perhaps with one or two critical reflections would justify 5 or 6 marks. To go higher, the answer would have more development and/or breadth.

Section B: Education

3 Formal education systems provide one means through which children from poor families can achieve upward social mobility.

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

The academic or vocational knowledge and training provided by schools and colleges = 2 marks.

(b) **Describe two ways in which formal education systems can give children from poor families a chance to achieve upward social mobility.** [4]

Appropriate examples would include: training in appropriate work skills; the provision of qualifications; instilling appropriate values for success in life; an open and meritocratic system that facilitates upward social mobility for the able. (2 x 2 marks).

(c) **Explain why many children from poor families underachieve at school.** [6]

0-3 A few simple points, perhaps with only limited sociological backing, may be worth 2 or 3 marks.

4-6 The explanation will cover a range of relevant factors at this level and, at the top of the band, the points will be well developed. Factors that may hinder children from poor backgrounds in being successful at school include, for example: low expectations; needing to leave school to get a job; having to pay for education; few role models of poor children staying on at school; the middle class nature of schooling; unhelpful teacher attitudes and support from schools.

(d) **What measures can schools take to help improve the educational performance of children from poor families, and how likely are they to be successful?** [8]

0-4 A few commonsense points, poorly articulated and lacking development, is what we might expect at this level.

5-8 At this level candidates will make a range of appropriate suggestions, covering initiatives such as: compensatory education programmes; strategies to promote equal treatment e.g. mixed ability teaching, recruitment of more teachers from working class backgrounds; home/school initiatives; encouraging more role models of poor children being successful at school. A range of relevant suggestions, well explained, would justify 5 or 5 marks. To reach the top of the band, however, the second part of the question must be addressed.

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4 The hidden curriculum plays an important part in what pupils learn at school. It may also affect which individuals and groups are most successful in the education system.

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

All the things that pupils learn at school that are not officially part of the lessons are known as the hidden curriculum = 2 marks.

(b) Describe two examples of how the hidden curriculum may reinforce gender roles in schools. [4]

Examples include: the ways that teachers may respond to girls and boys differently and expect different forms of behaviour from them; gender stereotypes in teaching materials; different codes of discipline for girls and boys; different dress codes for girls and boys; and so on. (2 x 2 marks).

(c) Explain how the educational performance of pupils from ethnic minority groups may be affected by the hidden curriculum. [6]

0-3 A few simple points about the education performance of ethnic minority groups, with little or no reference to the hidden curriculum may be worth 2 or 3 marks. Likewise, one or two very limited points that are directly relevant to the question would also trigger the higher part of the band.

4-6 An answer that makes a few basic connections between the educational performance of pupils from ethnic minority groups and the hidden curriculum would creep into this band. If the points are well made, with relevant development, the top of the band may be triggered.

(d) How far, and in what ways, are teachers an important influence on the educational performance of their pupils? [8]

0-4 A few simple examples of how teachers may affect the educational performance of their pupils, with little or no attempt at answering the 'how far' part of the question, may merit 3 or 4 marks.

5-8 Answers in this band will address both parts of the question, though not necessarily with equal balance. The amount of assessment may be very limited in the lower part of the band.

Section C: Crime, Deviance and Social Control

5 What is regarded as deviant behaviour may vary from one society to another. Some groups have more power than others to define deviant behaviour.

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

Rule-breaking behaviour; behaviour that contravenes society's concept of normal behaviour (2 marks).

(b) Describe two examples of how definitions of deviance may vary between societies. [4]

Reward any relevant examples (2 x 2 marks).

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(c) Explain how labelling theory has contributed to an understanding of deviant behaviour. [6]

0-3 General comments about deviance with little or no reference to labelling theory may be worth 1 or 2 marks. A few very simple points about labelling theory would merit 3 marks.

4-6 A basic account of labelling theory, perhaps with only marginal reference to deviance, may be worth 4 marks. A developed explanation with clear links to deviant behaviour would merit 5 or 6 marks.

(d) Which groups in society are more likely to be labelled as deviant, and why? [8]

0-4 At this level answers may identify groups that may be vulnerable to being labelled as deviant, but they are unlikely to address the 'why' part of the question with any coherence.

5-8 Both parts of the question will be addressed at this level, though not necessarily with equal balance. At the top of the band, there will be a clear understanding of the importance of power and status in the labelling process.

Section D: The Mass Media

6 It is very difficult to measure the true pattern of crime in society. The official statistics of crime are distorted by the 'dark figure'.

a) What is meant by the term *dark figure*? [2]

The dark figure is the difference between the actual number of crimes committed and the number appearing in crime statistics (2 marks).

(b) Describe two reasons why some crimes are never reported to the police. [4]

Reward any relevant reasons (2 x 2 marks).

(c) Explain why some groups are more likely to be represented in crime statistics than others? [6]

0-3 Some awareness of which groups are more likely to be represented in the crime statistics, but with little or no explanation of why, may be worth 1 or 2 marks. A very simple attempt at explanation might reach 3 marks.

4-6 A sound explanation with sociological backing is required to reach this level. If this is well developed and accurate, the top of the band will be triggered. Working class groups, especially black teenagers, are over-represented, partly because their crimes are likely to be on the street or against property, in themselves highly reported crimes. Moreover, they are likely to live in areas where there is a high level of police activity.

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(d) To what extent may the actions of the police lead to an increase in the level of recorded crime? [8]

0-4 A few poorly developed points about policing methods and how they may affect the level of recorded crime, would justify 3 or 4 marks.

5-8 At this level answers will contain well-made points about how the actions of the police may lead to an apparent increase in the level of crime. For example, where the police focus on a particular crime (e.g. drug taking or prostitution) the result is usually an increase in the number of offences that become known to the police. Answers that are also analytical and evaluative would trigger the top of the band.

7 The mass media often make use of stereotypes when describing particular individuals or groups in society. This is particularly the case with media images of males and females.

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

A stereotype is a generalised and simplified description of a person or group as having certain characteristics that distorts the truth, often in a prejudicial way (2 marks).

(b) Describe two examples of stereotypes that may be used by the mass media. [4]

Reward any relevant examples (2 x 2 marks).

(c) In what ways do the mass media help to reinforce the division of roles between males and females? [6]

0-3 A few simple points about media images of males and females may be worth 2 or 3 marks. Sociological understanding will be quite limited at this level.

4-6 The mass media reinforce gender roles in a variety of ways, such as through the presentation of stereotypical images in various forms and by emphasising very clear-cut male and female roles. By identifying relevant sociological points of this kind, candidates can trigger the higher band. If the points were particularly well made, a mark at the top of the band would be justified.

(d) How far, and in what ways, do the mass media influence the lifestyles of young people? [8]

0-4 A few mostly commonsense points about how the lifestyles of young people may be influenced by the mass media may merit 3 or 4 marks.

5-8 The mass media may influence young people through links with youth culture, pop music, fashion, and the advertising industry. A range of points of this kind is required to reach the lower part of the band. If the answer also addresses the 'how far' part of the question, albeit in a rather basic way, a mark at the top of the band may be justified.

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8 The mass media are often accused of bias and distortion in the way they present the news. Important information may be left out and not all sides to a story are given equal coverage.

(a) What is meant by the phrase *bias and distortion*? [2]

One-sided and unfair reporting (2 marks).

(b) Describe two reasons why important information may be left out of a news report. [4]

Reasons may include, for example, lack of resources needed to collect all available information, pressure of deadlines, political censorship, decisions by editors/owners to suppress certain information, and the influence of 'news values' (2 x 2 marks).

(c) Explain how the process of gathering and editing news reports may lead to bias and distortion. [6]

Reporting tends to emphasise the sensational and photogenic; events from places where there are reporters are more likely to be covered; people are more interested in 'bad' news e.g. crime, war, disasters, conflict, than in mundane events. Once an issue is established, reporters continue to file reports. A good photo can make a story. Some papers specialise in certain kinds of reporting e.g. sleaze or smut, foreign or business coverage.

0-3 Answers at this level are unlikely to cover many, if any, of the type of points mentioned above. A few simple relevant observations, with little development, may be worth 2 or 3 marks.

4-6 A range of relevant points of the kind mentioned above will be covered at this level. If the points were accurate and well developed, a mark at the top of the band would be justified.

(d) To what extent do the owners of newspapers control what is published? [8]

0-4 Answers here will demonstrate only a limited understanding of the issues raised by the question and assertion rather than reasoned observation is most likely.

5-8 An answer that identifies how and why owners may control the content of newspapers, demonstrating sound sociological knowledge of the subject, may merit 5 or 6 marks. To go higher, there must be some attempt to assess the extent to which the owner controls what is published.