

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the May/June 2007 question paper

0495 SOCIOLOGY

0495/02

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.

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.

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Family

1 The roles that men and women perform within the family have changed in modern industrial societies.

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

Roles are the socially expected patterns of behaviour associated with a particular status. A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

(b) Describe **two** examples of how the roles that men and women perform within the family have changed. [4]

Changes include the increase in the number of women in paid employment, possibly more sharing of household chores, more men staying at home to look after young children, and greater equality in decision making between the sexes. One mark for an example and one mark for development (2 × 2).

(c) In what ways may the roles of boys and girls within the family differ. [6]

0-3 Answers that are limited to a few basic observations, possibly relying on assertion and with some over-generalisation, may be worth 2 or 3 marks.

4-6 Several relevant points will be made about the way that the roles of boys and girls within the family vary. The points will be detailed and well explained at the top of the band.

(d) How far is there equality in the roles performed by men and women in the family today? [8]

0-4 Answers that are limited to a few assertions broadly relevant to the question would merit the lower part of the band. Higher in the band, a few appropriate sociological observations will be made about conjugal roles today and the extent of equality between the sexes within the family, though the discussion may lack detail and the assessment will be very basic at best.

5-8 A sound descriptive account of some of the sociological arguments and evidence in the debate about equality in conjugal roles would merit a mark at the lower end of the band. To go higher, there needs to be some evidence of assessment in relation to the question and clear conclusions will emerge from the answer.

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2 The divorce rate has risen in most modern industrial societies over the last fifty years. However, divorce is only one form of marital breakdown.

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

Divorce refers to the legal termination of a marriage. A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

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

Other forms of marital breakdown include separation, desertion, and empty-shell marriages. One mark for an example and one mark for development (2 × 2 marks).

(c) Explain why the divorce rate has risen in most modern industrial societies over the last fifty years. [6]

The relevant factors include legal changes, attitude changes, different expectations of marriage, increasing independence of women, the move to isolated nuclear families, and specific historical factors.

0-3 Answers at this level may be confined to a brief account of one or two relevant factors.

4-6 A wider range of factors will be covered at this level and, at the top of the band, the explanation will be sustained and incisive.

(d) To what extent is the institution of marriage in decline in modern industrial societies? [8]

0-4 A few simple points supporting (or rejecting) the idea that marriage is in decline may be worth 3 or 4 marks. Answers at this level will lack development and there will be little or no assessment in response to the question.

5-8 Answers that cover a good range of arguments supporting (or rejecting) the idea that marriage is in decline would be worth 5 or 6 marks. To go higher, the answer must cover both sides of the debate. Arguments for the decline in marriage include the decrease in the number of people marrying, the increase in the divorce rate, increase in cohabitation and in the number of lone parents and single member households. Evidence for the continuing importance of marriage includes: people cohabiting often see this as a first step towards marriage; the majority of divorcees remarry; attitude surveys reveal considerable support for the family and marriage.

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Education

3 Although gender stereotyping still exists to some extent in schools, girls are now outperforming boys in many subjects.

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

Gender stereotyping may be defined as the attribution of generalised behaviour characteristics to people on the basis of their sex. A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

(b) Describe **two** reasons why girls are now outperforming boys in some subjects. [4]

Reasons include, for example, changes in the curriculum and in teacher attitudes, greater employment opportunities for women, and the culture of masculinity may be ulterior to educational achievement among boys. One mark for an example and one mark for development (2 × 2 marks).

(c) Explain why subject choice is still often influenced by gender. [6]

0-3 A few isolated remarks with some relevance to the question may be worth 1 or 2 marks. One or two basic points of sociological relevance about why subject choice is often influenced by gender would trigger the top of the band.

4-6 A sound explanation based on one or two key factors may be worth 4 or 5 marks. To reach the top of the band, a wider range of factors would need to be covered.

(d) To what extent are boys and girls treated differently within the education system? [8]

0-4 A few simple observations loosely linked to the question would be worth 1 or 2 marks. To go higher within this band, the differences noted would need to reflect appropriate sociological knowledge. Girls and boys may be treated differently within the education system in terms of, for example: teacher expectations; uniforms; subject choice; discipline and punishments for bad behaviour.

5-8 Several appropriate differences will be identified at this level. At the top of the band, the assessment will be explicit and sustained. A feature of good answers may be that the candidate recognises that there have been changes recently in the treatment of gender issues in schools.

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- 4 Schools prepare young people for the world of work in modern industrial societies. Informal education fulfils a similar function in traditional societies.

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

Informal education is acquired through interaction with other people in everyday life and especially in a work context; it is not organised or examined. A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

(b) Describe **two** other functions of schools apart from preparing young people for work. [4]

Other functions of schools include: secondary socialisation; transmission of core values; development of individuality and personal interests; social control. One mark for an example and one mark for development (2 × 2 marks).

(c) Explain how schools prepare young people for the world of work in modern industrial societies. [6]

0-3 Answers at this level will be confined to a few simple observations that are relevant to the question, but which perhaps have relatively little sociological underpinning.

4-6 A basic explanation covering a few relevant points would trigger the bottom of the band. To go higher, the explanation needs to be fuller and/or cover a wider range of points. Schools prepare young people for work through teaching skills, qualifications, and by instilling appropriate values and attitudes.

(d) To what extent do the rich and powerful benefit more than other groups from the education system? [8]

0-4 A few simple points based mainly on assertion would fit the lower part of the band. Higher in the band, the answer will be more coherent and detailed, though there may still be limited use of relevant sociological material.

5-8 At this level the answer will draw on appropriate sociological arguments and/or evidence. Higher in the band, there may be a theoretical component to the answer through, for example, references to functionalist and Marxist theory.

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Crime and Deviance

5 Labelling theory suggests that some groups in society are more likely than others to be seen as deviant.

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

Acts that are regarded in some way as socially wrong are labelled as deviant. A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

(b) Describe **two** groups in society who are likely to have the power to label others as deviant. [4]

Groups with the power to label others as deviant include, for example: moral crusaders; the powerful; the media; the law enforcement agencies. One mark for an example and one mark for development (2 × 2 marks).

(c) Explain how traditional societies use informal social controls to deter deviant behaviour. [6]

0-3 Answers at this level will be confined to a few poorly developed observations about informal social control.

4-6 Different examples of informal social controls will be used to address the question directly. Higher in the band, the examples used will be detailed and well explained.

(d) How useful is labelling theory in understanding deviance? [8]

0-4 Lower in the band there may be little evidence of understanding the term labelling theory. Higher in the band some knowledge of labelling theory will be demonstrated, though there will be little or no attempt to assess its usefulness in understanding deviance.

5-8 Lower in the band the answer will demonstrate a sound understanding of labelling theory, though the assessment may be quite limited. Higher in the band, the answer will be both knowledgeable and analytical in addressing the issues raised by the question.

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6 Official statistics provide an inaccurate measure of the true extent of crime in society.

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

The term official crime statistics refers to illegal acts recorded by the government (or the courts). A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

(b) Describe **two** reasons why not all crimes that are committed in a society are recorded in the official crime statistics. [4]

Reasons include, for example, fear of reporting, lack of victim, incident considered too petty, police failure to investigate/prosecute. One mark for an example and one mark for development (2 × 2 marks).

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

0-3 A few simple observations with limited sociological backing would trigger this band.

4-6 At this level, appropriate sociological arguments and/or evidence will be used to explain why some groups are more likely than others to be represented in the crime statistics. At the top the band, the discussion may cover relevant theoretical material, such as references to labelling, sub-cultural, and Marxist theories.

(d) To what extent can criminal behaviour be explained in terms of social inequality? [8]

0-4 A few vague observations about crime with little or no reference to the question might be worth 1 or 2 marks. A simple response that addresses the question by demonstrating some understanding of the possible links between social inequality and crime would trigger the top of the band.

5-8 At this level, the links between social inequality and crime will be discussed in a way that demonstrates appropriate sociological knowledge. To reach the upper part of the band, the answer will also provide an explicit assessment of the extent to which criminal behaviour can be explained in terms of social inequality.

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Mass Media

7 Ownership of the mass media has become increasingly concentrated in the hands of a few powerful individuals and groups in modern industrial societies.

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

The mass media may be defined as a one-way system of communication from a single source to a large number of people. A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

(b) Describe **two** ways in which ownership of the mass media may be a source of power in modern industrial societies. [4]

Ownership may be a source of power through: the ability to influence the political agenda and the outcome of elections; the economic importance of the mass media; the ideological and cultural influences exercised by the media. One mark for an example and one mark for development (2 × 2 marks).

(c) Explain why it may be bad for society that ownership of the mass media is increasingly concentrated in the hands of a few powerful individuals and groups. [6]

0-3 Answers at this level may be confined to a few assertions of general relevance to the question.

4-6 At this level answers will be more thoughtful and focused on key issues, such as the potential threat to democracy of powerful media barons and organisations and the lack of opportunity for less privileged groups to express their views and achieve representation.

(d) To what extent are the owners of the mass media able to control what is published and broadcast? [8]

0-4 A few general points based on assertion rather than sociological insight may be worth 1 or 2 marks. To go higher in the band, there needs to be evidence of some simple understanding of the constraints that limit the power of the owners, such as: the autonomy of journalists and editors in determining content; the need to be commercial and to attract advertisers; government controls; and public opinion/pressure group activity.

5-8 Answers at this level will make a range of well-informed sociological points about the powers of the media owners. Limitations on the owners' powers will be noted, though the assessment may be weak lower in the band. Higher in the band the assessment will be explicit and sustained.

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8 Journalists filter and select the news they report and this sometimes leads to accusations of bias and distortion.

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

Bias means a distorted or partial presentation of the facts. A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

(b) Describe **two** examples of how selective reporting may lead to bias. [4]

A range of examples is possible and each should be judged on merit. One mark for an example and one mark for development (2 × 2 marks).

(c) Explain the factors that influence journalists in their selection and presentation of news reports. [6]

0-3 A few basic observations, possibly relying mainly on assertion, may merit 2 or 3 marks.

4-6 A range of relevant factors will be noted and, at the top of the band, the explanation of each factor will be clear and well informed. The factors that influence journalists in their news reporting include: the directions of editors and owners; views about what is newsworthy; the type of newspaper they are writing for; professional constraints such as the practicality of reporting events in far flung places.

(d) To what extent does the mass media influence political attitudes and behaviour? [8]

0-4 Answers at this level may be confined to a few observations about political reporting with only simple links to the question.

5-8 Lower in the band the answer may be limited to a descriptive account of ways in which the mass media may influence political attitudes and behaviour. To go higher, there must be an attempt to assess the extent of that influence.