

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the November 2004 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 November 2004 question papers for most IGCSE and GCE Advanced Level syllabuses.

Grade thresholds taken for Syllabus 0495 (Sociology) in the November 2004 examination.

	maximum mark available	minimum mark required for grade:			
		A	C	E	F
Component 2	60	49	37	30	22

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.

November 2004

INTERNATIONAL GCSE

MARK SCHEME

MAXIMUM MARK: 60

SYLLABUS/COMPONENT: 0495/02

SOCIOLOGY

Paper 2

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	IGCSE – NOVEMBER 2004	0495	2

Section A: Family

1 Roles within the family have changed considerably in modern industrialised societies since the nineteenth century.

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

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 roles within the family have changed since the nineteenth century. [4]

Level 1: A basic statement of one relevant change = 1 mark; a developed statement of just one example = 2 marks. A basic statement of two examples = 2 marks.
0-2

Level 2: A clear and accurate description of two relevant examples. 3-4

(c) Explain why the roles of children within families have changed since the nineteenth century. [6]

This is an opportunity to discuss changes in the status of children and their relationships with parents and other family members. The idea of 'democratisation within families' could usefully be explored, as might links to the emergence of a concept of 'childhood' (Aries) in the twentieth century.

Level 1: A few basic observations, possibly relying mainly on assertion and with some over-generalisation. 0-3

Level 2: An appropriate explanation is offered that demonstrates sound understanding of the relevant sociological issues. Depth and/or breadth will be the main distinguishing features of answers at the top of the band.
4-6

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

Level 1: A few general points based on commonsense rather than sociological insight can be expected at this level. 0-3

Level 2: A few relevant sociological observations are made, possibly offering a fixed answer to the question rather than exploring the different perspectives on the issue. 4-6

Level 3: Answers will provide a well-informed account of the relevant debates about the extent of sexual equality in conjugal relations today. A strong, well-reasoned conclusion is likely to distinguish answers at the top of the band.
7-8

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2. The extended family is associated with a more traditional way of life. Social change and economic development usually lead to the break up of the extended family.

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

A family with three or more generations living in the same household. A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

(b) Describe two reasons why the extended family is usually associated with more traditional ways of life? [4]

Reasons include: importance of family labour in agricultural based societies; importance of family in providing welfare support in traditional societies; religious and cultural influences supporting the extended family; lack of opportunities for social and geographical mobility in traditional societies.

Level 1: A basic statement of just one reason = 1 mark; a developed statement of just one reason = 2 marks. A basic statement of two reasons = 2 marks.
0-2

Level 2: A clear and accurate description of two reasons is offered. 3-4

(c) Why does economic progress often lead to the break up of the extended family? [6]

Economic progress often leads to the break up of the extended family because it involves increased opportunities for social and geographical mobility; greater financial independence for smaller family units and individual family members; and the weakening of traditional cultural and religious ties.

Level 1: A few basic observations, possibly relying mainly on assertion and with some over-generalisation. 0-3

Level 2: Two or more appropriate reasons are offered and, at the top of the band, the account is well developed and may be supported with relevant examples.
4-6

(d) Does the decline of the extended family mean that family life is less important in modern industrial societies today? [8]

Family life is not necessarily less important today. Basic functions are still performed by the family primarily, and the family still plays some role in secondary functions e.g. education, health care, welfare. The family is also very important in some communities e.g. among many immigrant communities.

Level 1: A few general points based on commonsense rather than sociological insight can be expected at this level. 0-3

Level 2: A few relevant sociological observations are made, possibly relying on a simple 'yes' or 'no' response rather than developing the subtleties of the issues. 4-6

Level 3: A clear and detailed discussion of the significance of the family today will be offered and, at the top of the band, balanced and well-reasoned conclusions will be offered. 7-8

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Section B: Education

3. In most modern industrial societies boys used to outperform girls at school. Recently, however, the gender gap has narrowed and girls now achieve better examination results than boys in many subjects.

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

The socially expected behaviour patterns of males and females. A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

(b) Describe two reasons why boys used to outperform girls at school. [4]

Reasons include, for example: the nature of the curriculum; teacher attitudes; greater economic incentive for males to achieve; etc.

Level 1: A basic statement of just one reason = 1 mark; a developed statement of just one reason = 2 marks. A basic statement of two reasons that has some merit = 2 marks. 0-2

Level 2: A developed statement of two relevant reasons. 3-4

(c) In what ways may boys and girls be treated differently within the education system? [6]

Differences include, for example: teacher expectations; uniforms; subject choice; discipline and punishments for bad behaviour; different types of school for male and female; etc.

Level 1: A few basic observations, possibly relying mainly on assertion and with some over-generalisation. 0-3

Level 2: Several appropriate differences are identified and, at the top end of the mark range, the candidate may avoid over-simplification by recognising that there have been changes recently in the treatment of gender issues in schools. 4-6

(d) Why are girls now achieving better examination results than boys in many subjects? [8]

Relevant factors include, for example: changes in the curriculum (greater emphasis on coursework may favour girls); increasing success of women within paid employment encourages female students; culture of masculinity may deter boys from taking school seriously; more sensitive attitudes of teachers to girls academic needs; etc.

Level 1: A few general points based on commonsense rather than sociological insight can be expected at this level. 0-3

Level 2: A few relevant sociological observations are made, possibly relying on the importance of just one or two key factors. 4-6

Level 3: Answers will focus directly on why girls now outperform boys and a range of relevant factors will be addressed. At the top end of the band, the reasons for boys 'failing' may also be addressed alongside the reasons for the improvement in the performance of girls. 7-8

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4. In theory, formal education systems give everyone a chance to gain knowledge and skills that will enable them to be successful in society. However, in practice such systems fail to bring about social equality.

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

Teaching that takes place within a school or college and is based on an academic curriculum. A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

(b) Describe two ways in which formal education may improve a person's chances of being successful in society. [4]

The skills, qualifications, attitudes, and social contacts made through formal education may improve a person's chances of being successful in society.

Level 1: A basic statement of just one way = 1 mark; a developed statement of just one way = 2 marks. A basic statement of two ways that has some merit = 2 marks. 0-2

Level 2: A developed statement of two relevant ways. 3-4

(c) What problems do children from poor families face in being successful at school? [6]

Problems include: material and cultural deprivation related to home background; streaming and labelling within schools; possibly unhelpful attitudes from teachers; peer group pressure to dismiss the importance of schooling; lacking access to the better schools; etc.

Level 1: A few basic observations, possibly relying mainly on assertion and with some over-generalisation. 0-3

Level 2: Several appropriate problems are identified and both home and school factors are considered. 4-6

(d) How far would compensatory education programmes improve the opportunities of children from poor families? [8]

More educational resources targeted at the children from deprived areas would have some benefits. However, it may be argued that it is the poverty of the home and neighbourhood that should be tackled first. Also, it may be more helpful to work with the cultures of the children concerned rather than imposing an education system on them that is based on middle class values.

Level 1: A few general points based on commonsense rather than sociological insight can be expected at this level. 0-3

Level 2: A few relevant sociological observations are made, possibly developing a simple line of argument rather than grappling with the complexities of the issues. 4-6

Level 3: There will be a clear attempt to assess the value of compensatory education programmes, and some strengths and limitations will be noted. 7-8

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Section C: Crime, Deviance and Social Control

5. In modern industrial societies there are a variety of styles of dress, types of music, special language and attitudes that distinguish youth from older people and from children. This is known as youth subculture.

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

A distinguishable set of values and behaviour associated with a particular group or movement in society. A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

(b) Describe two influences on the way that young people view themselves. [4]

Influences include, for example: the media; peer group; parents; teachers; youth subcultures; cultural background.

Level 1: A basic statement of just one influence = 1 mark; a developed statement of just one influence = 2 marks. A basic statement of two influences that has some merit = 2 marks. 0-2

Level 2: A clear and developed statement of two relevant influences. 3-4

(c) What factors explain the growth of youth subcultures in modern industrial societies? [6]

Relevant factors include: the extension of higher education; growing affluence among teenagers in the 1950s and 1960s; growth of the media; increasing pace of change may have created a generation gap between young people and older age groups.

Level 1: A few basic observations, possibly relying mainly on assertion and with some over-generalisation. 0-3

Level 2: Several appropriate factors are identified and the explanations offered are clear and accurate. 4-6

(d) How far do youth subcultures represent a threat to the dominant values of society? [8]

Can be argued in different ways, but perhaps the most plausible view is that the threat posed by youth subcultures has been exaggerated. Moreover, youth cultures often have much in common with the values and behaviour patterns of the wider social groups (class, ethnicity) the young people come from.

Level 1: A few general points based on commonsense rather than sociological insight can be expected at this level. 0-3

Level 2: A few relevant sociological observations are made, possibly relying on a single line of argument rather than exploring different perspectives on the question. 4-6

Level 3: A clear, well-informed discussion of the significance of youth cultures in relation to the question will be offered. The degree of threat that these cultures pose will be assessed explicitly and, at the top of the band, well-reasoned conclusions will be reached. 7-8

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6. Official statistics suggest that most crimes are committed by young men between the ages of 14 and 25. Many come from disadvantaged ethnic minority groups.

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

Ethnic minorities are groups of people who share a common culture that is different from that of the majority of society. A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

(b) Describe two reasons why many young criminals come from disadvantaged ethnic minority groups. [4]

Reasons may include: prejudice and discrimination by law enforcement agencies; labelling by the media; poverty and lack of opportunity to succeed through legitimate means; ghettoisation; etc.

Level 1: A basic statement of just one reason = 1 mark; a developed statement of just one reason = 2 marks. A basic statement of two reasons that has some merit = 2 marks. 0-2

Level 2: A developed description of two relevant reasons. 3-4

(c) What factors may encourage young criminals to give up their criminal activity as they get older? [6]

Relevant factors include, for example: family responsibilities; more mature; less exposed to negative peer group influences; prosecution and punishment has acted as a deterrent; rehabilitation; etc.

Level 1: A few basic observations, possibly relying mainly on assertion and with some over-generalisation. 0-3

Level 2: Several appropriate factors are identified and, at the top end of the mark range, the answer will be detailed and well-informed. 4-6

(d) Why do women appear to commit fewer crimes than men? [8]

Women may genuinely commit fewer crimes than men, and the reasons for this may be explored in answering the question. Differences in the treatment of female suspects and the way law enforcement agencies view female crime may also have an influence on why women appear to commit fewer crimes than men.

Level 1: A few general points based on commonsense rather than sociological insight can be expected at this level. 0-3

Level 2: A few relevant sociological observations are made, but answers will lack depth and extension, at the lower end of the band particularly. 4-6

Level 3: Several relevant explanations will be explored and, at the top of the band, a balanced and well-reasoned conclusion will be reached. 7-8

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Section D: Mass Media

7. It is sometimes claimed that those who own the mass media have too much power.

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

One way systems 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 trends in the ownership and control of the mass media in modern industrial societies. [4]

Trends include: diversification (cross-media ownership); concentration of control; multi-nationalisation.

Level 1: A basic statement of one trend = 1 mark; a developed statement of just one trend = 2 marks. A basic statement of two trends that has some merit = 2 marks. 0-2

Level 2: A clear and accurate description of two trends. 3-4

- (c) In what ways may ownership of the mass media be a source of power in society? [6]

Ability to influence the political agenda and the outcome of elections; the economic importance of the media today is another source of power; ideological and cultural influences may also be considered.

Level 1: A few basic observations, possibly relying mainly on assertion and with some over-generalisation. 0-3

Level 2: Several appropriate points are made and, at the top end of the mark range, there will be development and depth. 4-6

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

Owners have a certain amount of control, but this is constrained by factors such as: journalists' sense of news values and the freedom of journalists to decide on content, the need to be commercial and to attract advertisers; government controls; and public opinion and, in some cases, pressure group activity.

Level 1: A few general points based on commonsense rather than sociological insight can be expected at this level. 0-3

Level 2: A few relevant sociological observations are made, possibly relying on a simple line of argument rather than exploring different perspectives. 4-6

Level 3: Answers will consider a range of limitations on the power of the owners, and may also illustrate where the latter are able to exert control e.g. hiring and firing editors, setting the broad political stance of the newspaper, etc. 7-8

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8. Advertising influences the types of goods and services that are bought in modern industrial societies. It may also help to shape the way people see themselves and the lifestyle choices they make.

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

What people spend their money on and the fashion styles and leisure activities they pursue. A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

(b) Describe two examples of how advertising may influence the lifestyle choices people make. [4]

Accept both references to particular advertisements and accounts of particular types of advertisement e.g. aspirational, subliminal, those that work on the emotional vulnerability of the target group, etc.

Level 1: A basic statement of just one example = 1 mark; a developed statement of just one example = 2 marks. A basic statement of two examples that has some merit = 2 marks. 0-2

Level 2: A clear and accurate description of two examples. 3-4

(c) What are the purposes of advertising? [6]

To provide information; sell goods and create demand through persuasion; compete with other companies; create brand identities and loyalty; to shape lifestyle aspirations.

Level 1: A few basic observations, possibly relying mainly on assertion and with some over-generalisation. 0-3

Level 2: Several appropriate purposes of advertising are noted and explained in reasonable detail. 4-6

(d) What factors apart from advertising may influence the lifestyle choices people make? [8]

Relevant factors include, for example: income; status; peer group pressure; other media influences such as pop music, fashion industry, films; individualistic values, rebellion, sub-cultures; social issues e.g. the 'Green' consumer, health and fitness consciousness.

Level 1: A few general points based on commonsense rather than sociological insight can be expected at this level. 0-3

Level 2: A few relevant sociological observations are made, but the factors identified will be simple and the explanation may be limited at the lower end of the band. More detail can be expected at the top of the band, though the range of factors considered may be narrow. 4-6

Level 3: A good range of relevant factors will be discussed in reasonable detail. At the top of the band, a balanced and well-reasoned conclusion may also be offered. 7-8