

**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**

International General Certificate of Secondary Education

**MARK SCHEME for the November 2004 question paper**

**0495 SOCIOLOGY**

**0495/01**

**Paper 1, maximum raw mark 100**

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 1	90	60	38	24	18

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: 90

SYLLABUS/COMPONENT: 0495/01

SOCIOLOGY

Paper 1

## Section A: Research Methods

1. In order to discover information about society, sociologists have developed a wide range of research methods. Within sociology, however, there is a debate about the best methods to use to capture the truth about society. One group of sociologists (known as *positivists*) stresses the importance of following the methods of the natural sciences (physics, chemistry, etc.). The other group (often referred to as *interpretivists*) argues that sociology is slightly different from other sciences, and the task of sociology is to find out how people live and what they think by observing them in their daily life.

The positivists tend to use questionnaires, interviews and experiments as their primary research methods. They may also use secondary sources, such as official statistics and historical documents.

The observational methods used by interpretivists are of two types: *non-participant* and *participant*. Each type of observation has its own advantages and limitations. Participant observation may be *overt* or *covert*.

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

- |      |                                |     |
|------|--------------------------------|-----|
| (iv) | Official statistics            | (2) |
| (v)  | Non-participant observation    | (2) |
| (vi) | Covert participant observation | (2) |

*For these questions, two marks for a clear and accurate definition; one mark for a flawed attempt that contains some understanding of what the term means.*

*(i) Data in numerical form that is collected by government agencies and other public bodies = 2 marks.*

*(ii) Studying the everyday activities of a group without being a member of the group = 2 marks.*

*(iii) A research method where the sociologist joins the group as a full member, but conceals his or her true identity from the group = 2 marks.*

b) Distinguish between *primary* and *secondary* research sources.

(4)

Primary research sources derive from investigations that the sociologist carries out him or herself; secondary sources are data that others have compiled.

Level 1: An accurate understanding of just one of the terms; or limited understanding of both.

0-2 marks

Level 2: The candidate demonstrates a clear understanding of the distinction between the two terms.

3-4 marks

c) Describe **two** possible ethical issues raised by the use of experiments in sociological research.

(4)

*Ethical issues include: consequences for the subjects; morality of using humans in experiments; confidentiality of the information obtained; safety of the subjects within the research environment; etc.*

Level 1: A limited understanding of one issue = 1 mark. An accurate understanding of just one issue, or limited understanding of two issues = 2 marks.

0-2 marks

Level 2: The candidate demonstrates a clear understanding of one issue and limited understanding of another = 3 marks. Clear understanding of two relevant issues = 4 marks.

3-4 marks

d) Describe **two** advantages and **two** disadvantages of using official statistics in sociological research.

(8)

*Advantages include, for example: readily accessible; cheap source of data; often cover large study populations; may be used to support sociologist's own research. Disadvantages include, for example: official statistics have been collected for other purposes; may contain bias and distortion; lack validity because they are a quantitative source of data.*

*Essentially, two marks for each advantage or disadvantage that is accurately described, so 4 x 2 marks.*

Level 1: A few basic points, poorly developed is the most that can be expected at this level.

0-3

Level 2: Answers may lack balance, but at least **two** advantages and/or disadvantages will be accurately described.

4-6

*Level 3: Two advantages and two disadvantages are identified and clearly described.*

7-8

e) Suggest **two** arguments for and **two** arguments against the view that sociological research should follow the methods of the natural sciences.

(8)

*Essentially, two marks for each relevant argument for and against that is accurately described, so 4 x 2 marks.*

*Level 1: A few basic points, poorly developed is the most that can be expected at this level.*

0-3

*Level 2: Answers may lack balance, but at least **two** arguments for and against will be accurately described.*

4-6

*Level 3: Two relevant arguments for and against are identified and clearly described.*

7-8

## Section B

### Culture and Socialisation

2. As children interact with others during the first years of life they develop a sense of identity. This is part of the process known as socialisation.

a) What is meant by the term *socialisation*?

(2)

*Socialisation is the process through which people learn the accepted behaviour and values of a society. A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.*

b) Describe **two** ways that a child becomes aware of his or her gender identity.

(4)

*A child may become aware of his or her gender identity through, for example, play, dress codes, type of toys, parental attitudes, stories and books, etc.*

*Level 1: A poorly articulated definition of just one of the ways = 1 mark; an accurate definition of just one of the ways = 2 marks. A weak account of two ways that has some merit = 2 marks.*

0-2

Level 2: A clear and accurate account of two relevant ways.

3-4

c) Explain the importance of play in helping a child develop a sense of identity?

(6)

*Answers are likely to refer to the ideas of G.H. Mead on the subject, perhaps implicitly rather than explicitly. References to the ideas of other relevant contributors, such as Piaget, would be acceptable.*

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

0-3

Level 2: The importance of play will be well demonstrated with reference to the question and, at the top of the band, appropriate conclusions will be reached.

4-6

d) Why is socialisation important both for individuals and for society? (8)

*Without socialisation gender and other roles would be unclear, relationships uncertain and social order and continuity undermined.*

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 the concept of socialisation in explaining social order. 4-6

Level 3: The answers will focus directly on why socialisation is important both for individuals **and** for society. At the top end, answers will be detailed and possibly well supported with examples.

7-8

3. People within a cultural group tend to share similar beliefs and values.

a) What is meant by the term *culture*? (2)

*Culture is the whole of the knowledge, ideas and behaviour patterns of a society or group. A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.*

b) Describe **two** reasons why some people within a cultural group may behave differently from the majority of people. (4)

*Rebellion; inadequate socialisation; desire to change the group's beliefs and values; influence of factors outside of the group; etc.*

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

0-2

*Level 2: A clear and accurate description of two reasons.*

3-4

c) Why do people within a cultural group tend to behave in similar ways?

(6)

*Answers should explore the influence of socialisation and social control.*

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

0-3

*Level 2: Appropriate reasons are identified and discussed in reasonable detail*

4-6

d) What factors may cause a cultural group to change its beliefs and values?

(8)

*A range of factors may be considered, including changes in: group leadership; economic and/or environmental circumstances; conquest and invasion; political pressures; significant reduction or growth in the size of the group; etc.*

*Level 1: A few general points based on commonsense rather than sociological insight may be expected at this level.*

0-3

*Level 2: A few relevant sociological observations are made, possibly relying on a narrow range of factors or lacking depth of analysis.*

4-6

*Level 3: Several relevant factors are discussed in reasonable detail and, at the top of the band, a balanced and well-reasoned conclusion is offered.*

7-8

## Social Stratification

4. A person's social class is influenced by their occupation, among other factors.

a) What is meant by the term *social class*?

(2)

*The grouping of people in society according to a hierarchy based on economic and status differences. A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.*



b) Describe **two** factors apart from occupation that may influence a person's social class. (4)

*Relevant factors include wealth, status, income, housing group, etc.*

*Level 1: Basic statement of just one factor = 1 mark; an accurate description of just one of factor = 2 marks. Two relevant factors are identified without development = 2 marks.*

0-2

*Level 2: A clear and accurate account of two factors.* 3-4

c) In what ways does a person's occupation influence their social class position?

(6)

*The status and income and other life chances linked to occupation may influence a person's social class position. Occupations may also affect chances for upward or downward social mobility.*

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

0-3

*Level 2: Several appropriate points are offered and the answer demonstrates sound understanding of the links between occupation and social class.*

4-6

d) What factors contribute to changes in rates of social mobility? (8)

*Relevant factors include: transition from one type of society to another e.g. agricultural to industrial; growth in particular occupational groupings e.g. the expansion of white-collar employment; changes in education; the breakdown of social and cultural barriers; 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 factors.* 4-6

*Level 3: Answers will demonstrate a good understanding of several factors that may influence rates of social mobility. At the top of the band, there will be an attempt to reach balanced and well-reasoned conclusions.*

7-8

5. There is significant inequality in the distribution of wealth in modern industrial societies. In many countries the divide between rich and poor grows ever wider.

a) What is meant by the phrase *distribution of wealth*? (2)

*'Distribution of wealth' refers to the socially sanctioned arrangements for regulating the division of property and other assets between the members of society. A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.*

b) Describe **two** actions that a government can take to reduce inequality in the distribution of wealth in a society. (4)

*Actions include, for example: redistributive policies; measures to improve the life chances of deprived groups; and limits on the ownership of property and other assets.*

*Level 1: A poorly articulated reference to one action = 1 mark; an accurate description of one relevant action = 2 marks. A basic statement of two relevant actions with no development = 2 marks.*

0-2

*Level 2: A clear and accurate description of two relevant actions.*

3-4

c) Why do some groups in society have much more wealth than others? (6)

*Reasons include, for example: differences in power and market position; harder working and more successful; exploitation of other, weaker groups; the influence of market mechanisms; discrimination.*

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

0-3

*Level 2: A few appropriate reasons are identified, though the account will lack depth and/or development at the lower end.*

4-6

d) What factors contribute to the existence of poverty in modern industrial societies? (8)

*Good answers are likely to refer to relevant theoretical perspectives, such as the culture of poverty thesis and the various Marxist inspired accounts.*

*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 a single explanation. Lack of depth and development will characterise answers at this level.*

4-6

*Level 3: Two or more relevant explanations will be offered. Theoretical sophistication will be evident at the top of the band.*

7-8

### Power and Authority

6. In a democracy it is essential that people have the opportunity for political participation. The activities of political parties and pressure groups are vital in this respect.

a) What is meant by the term *political participation*? (2)

*The involvement of citizens in the processes through which important decisions are made in society. A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.*

b) Describe **two** ways that a person can seek to influence the government in a democratic political system. (4)

*Ways include, for example: petitions; pressure group activity; contacting MPs; campaigns and protests; civil disobedience; etc.*

*Level 1: A poorly articulated statement of just one way = 1 mark; a developed account of just one of way = 2 marks. A basic statement of two ways = 2 marks.*

0-2

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

c) Why are pressure groups important in a democracy? (6)

*Pressure groups articulate the views of their members; they help maintain accountable and responsible government; they provide a forum for public participation in politics; they help to educate members about the political system.*

*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 identified and, at the top of the band, the account offered will be detailed and sustained.*

4-6

d) To what extent do some groups have more opportunity than others to influence the government in democratic political systems?

(8)

*This is an opportunity for candidates to demonstrate their knowledge of relevant theories e.g. classical democracy, pluralist, elite and Marxist.*

*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 one key perspective or line of argument. Lack of depth and/or development is likely at this level.*

4-6

*Level 3: Two or more perspectives on the question will be considered and, at the top of the band, a well-reasoned conclusion will be offered.*

7-8

7. The German sociologist Max Weber distinguished between 'power' and 'authority'. He identified three types of authority: charismatic, traditional and bureaucratic.

a) What is meant by the term *charismatic*? (2)

*Charismatic describes a person who commands respect or support by sheer force of personality. A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.*

b) Distinguish between the terms power **and** authority. (4)

*Power is the situation when a person forces his/her will on others so that they do as they are ordered. Authority is when the people who are told to do something willingly obey.*

*Level 1: A poorly articulated definition of just one of the terms = 1 mark; an accurate definition of just one of the terms = 2 marks. A weak attempt to distinguish the two terms that has some merit = 2 marks.*

0-2

*Level 2: A clear and accurate distinction is drawn between the two terms.*

3-4

c) What are the main differences between Weber's three types of authority? (6)

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

0-3

*Level 2: The differences between the three types of authority are clearly identified, particularly at the top of the band.*

4-6

d) What factors explain why people usually obey the government in democratic political systems?

(8)

*People usually obey the government because, for example: apathy; lack of opportunity to oppose the government; pragmatic acceptance of the status quo; ideological conditioning; believe in the legitimacy of the government; 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 points.*

4-6

*Level 3: A well-explained account of two or more relevant reasons. At the top of the band, there will be a balanced, well-reasoned conclusion.*

7-8

**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**

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		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



Page 1	Mark Scheme	Syllabus	Paper
	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

Page 2	Mark Scheme	Syllabus	Paper
	IGCSE – NOVEMBER 2004	0495	2

**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

Page 3	Mark Scheme	Syllabus	Paper
	IGCSE – NOVEMBER 2004	0495	2

### 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

Page 4	Mark Scheme	Syllabus	Paper
	IGCSE – NOVEMBER 2004	0495	2

**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

Page 5	Mark Scheme	Syllabus	Paper
	IGCSE – NOVEMBER 2004	0495	2

### 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

Page 6	Mark Scheme	Syllabus	Paper
	IGCSE – NOVEMBER 2004	0495	2

**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