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UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2009 question paper for the guidance of teachers

0495 SOCIOLOGY

0495/01 Paper 1, maximum raw mark 90

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Section A: Research Methods

Observational research aims to gain a close and detailed understanding of a particular area of study, usually a small group, through the researcher studying the group in their natural environment. This form of study can be either participant or non-participant.

Observational studies can also be conducted in a covert or overt way. In the case of overt observation the researchers will reveal their identity to the group they are studying; in covert observation they will remain hidden.

Observational studies tend to produce qualitative rather than quantitative data. Although the studies may produce in-depth data, they can lack reliability and there may be difficulties in recording the observations.

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

(i) participant observation [2]

Definitions should refer to the active involvement of the researcher in the group they are studying. 2 marks for a clear definition, 1 mark for a partial definition.

(ii) quantitative data [2]

Definitions should refer to sociological evidence that is measurable and is normally expressed in the form of statistics. 2 marks for a clear definition, 1 mark for a partial definition.

(iii) reliability. [2]

Definitions should refer to whether it is possible to repeat the method of data collection in the same way and to achieve the same results. 2 marks for a clear definition. 1 mark for a partial definition.

(b) Describe the difference between *participant* and *non-participant* observation [4]

Participant observation refers to the direct involvement of the researcher when studying a particular social group. Non-participant observation refers to the non involvement of the researcher when observational studies are undertaken.

0–2 A partial description of both terms, or a full description of one of the types of observation.

3–4 A full description of both terms.

(c) Describe one advantage and one disadvantage in carrying out *overt* observation. [4]

Advantages include: overt observational studies give a valid, true-to-life picture of social life; it may be the only method that may give an accurate picture of group interaction, and enables new research ideas to emerge during the research process. It remains easy to record. Any other reasonable response. 1 mark for a partial answer, 2 marks for a full description.

Disadvantages may include: the research may lead to an observer effect therefore damaging the validity of the study; the observer may only have a limited understanding of interactions as they are not directly involved. Any other reasonable response. 1 mark for a partial answer, 2 marks for a full description.

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(d) Describe two problems in carrying out *covert* observation. [4]

Difficulties may include: the difficulty in gaining access to the group, difficulty in recording the data, becoming too involved and writing up the study in a biased manner, the potential dangers involved of conducting this form of research. Any other reasonable response. 1 mark for a partial explanation and a further mark for some form of explanation.

(e) Describe two reasons why *participant observers* may find it difficult to record their observations accurately when studying the group. [4]

Answers may focus on: participant observers are part of the interaction and therefore may find it difficult to record the data; data often is recorded from memory and is therefore selective. The researcher may become too closely identified with the group under study. Any other reasonable response. 1 mark for a partial explanation and a further mark for some form of explanation.

(f) Describe two strengths and two limitations of *qualitative* data in sociological research. [8]

Strengths include: valid and detailed account of social interactions, a flexible form of research where new research ideas and directions may emerge, such research provides the only way of studying certain social groups. Any other reasonable response.

Limitations include: such studies may lack reliability, owing to the size of studies, it is difficult to generalise; some forms of qualitative research can be said to be unethical, e.g. covert observation, and often such research is expensive and time consuming. Any other reasonable response.

For each strength and limitation, 1 mark for identification and a further mark for some development.

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Section B: Culture and Socialisation

2 Many sociologists believe that people are socialised into the norms and values of society, rather than inheriting them.

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

Answers should refer to ideas and beliefs that a society holds to be important. 2 marks for a clear definition, 1 mark for a partial definition.

(b) Describe two ways that people learn the norms and values of society. [4]

Answers are likely to focus on: the role of the family, the school, and religious institutions. Any other reasonable response.

(c) Explain why sociologists think socialisation is more important than instinct in shaping social behaviour. [6]

0–3 Answers at this level are likely to be basic, possibly focusing on a simple description of socialisation.

4–6 At this level there will be an attempt to answer the question and some evidence that socialisation remains the most important factor in shaping social behaviour. Reference may be made to differences between cultures and/or examples of cases of feral children. At the top of the band answers will be focused and well supported.

(d) To what extent do people who live within a culture share the same norms and values? [8]

0–3 At this level there will be a few comments about cultural similarities, but there will be little attempt to address the question.

4–6 At this level there will be some attempt to address the question but answers are likely to be descriptive, outlining in some detail, a range of cultural similarities.

7–8 At this level there will be an attempt to address the question and to present some form of balance. Candidates who make use of theoretical perspectives are likely to trigger this band. At the top of the band answers will likely focus on similarities and cultural differences.

3 It has been claimed children generally experience more social control than adults.

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

Answers should refer to the ways society attempts to control the behaviour of individuals by means of laws, social customs and norms. 2 marks for a clear definition, 1 mark for a partial definition.

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(b) Describe two ways children are treated differently compared to adults in modern industrial societies. [4]

Answers are likely to focus on: children are expected to attend full time education, children are expected to accept the authority of adults; children are not expected to undertake paid work etc. Any other reasonable response. 1 mark for identification and a further mark for some form of development.

(c) Explain how children are controlled in modern industrial societies. [6]

0–3 At this level answers are likely to make basic isolated points about childhood with little or no reference to the question.

4–6 At this level answers are likely to focus on the question and provide a range of ways children are controlled. These are likely to include: parental discipline, school sanctions, and religious norms. At the top of the band answers may show an awareness of a range of mechanisms.

(d) To what extent does the experience of childhood vary according to factors such as social class gender and culture? [8]

0–3 At this level there will be a few simple points presented about childhood with little reference to the question.

4–6 At this level there will be a more focused answer which may be more descriptive in nature. Some of the issues regarding class gender and culture will be addressed but coverage will lack depth or breadth.

7–8 At this level there is likely to be a clear attempt to examine the effects of factors such as class, gender and culture. Answers will be well supported and there will be some evidence of assessment.

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Section C: Social Stratification

4 Professional groups, such as doctors and lawyers, are often thought to have a higher social status compared to manual workers.

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

Reference should be made to a person's social standing often expressed in terms of their occupation or ascribed position. 1 mark for a partial definition, 2 marks for a clear explanation.

(b) Describe two characteristics of professional groups. [4]

Answers are likely focus on: long period of training; high status; high income; good 'fringe' benefits. Any other reasonable response. 1 mark for identification and a further mark for some form of explanation.

(c) Explain why working class people often find it difficult to move into the middle class. [6]

0–3 A few simple unconnected points regarding lack of opportunities would merit 2/3 marks.

4–6 At this level there is likely to be a clear attempt to answer the question. A range of factors may be examined such as: poorer educational opportunities, lack of work-based contacts, material deprivation preventing the completion of extended training. At the top of the band there will be a range of factors examined.

(d) How far does a person's social class background continue to affect their life chances? [8]

0–3 At this level there will be a limited range of ideas which will lack focus.

4–6 At this level answers will be more developed and present some evidence to address the question. There may be reference to work and educational opportunities. Answers in this band will be characterised by the discussion of a limited range of factors.

7–8 In this band answers will present some attempt at assessment. Answers will be well focused and present a range of factors, perhaps looking at a wide range of areas such as health and leisure pursuits. At the top of the band it is likely answers will present a clear attempt at assessment.

5 Many sociologists believe that gender role socialisation is different for boys and girls and this has major effects on their life chances.

(a) What is meant by *gender role socialisation*? [2]

Answers should refer to the ways males and females are taught the norms, values and culture of their societies. 2 marks for a clear definition, 1 mark for a partial explanation.

(b) Describe two ways that boys may be treated differently compared to girls in the family. [4]

Reference may be made to career aspirations, norms, values, attitudes towards family life etc. 1 mark for identification and a further mark for some form of explanation.

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(c) Explain how gender socialisation in childhood may affect women's employment opportunities. [6]

0–3 At this level answers will be basic, perhaps focusing on a simple idea that women should not have career aspirations.

4–6 At this level answers will be more developed and will present a range points. Answers are likely to focus on: girls may be encouraged into a narrow range of career pathways, girls may be socialised into accepting part time and low level careers. At the top of the band answers are likely to show awareness that in industrial societies women may now have more positive attitudes towards employment brought about by changing patterns of socialisation.

(d) How far have women's life chances improved in recent years? [8]

0–3 A few basic comments about the position of women in society may characterise answers at this level.

4–6 At this level answers are likely to be more focused, but descriptive. A range of issues may be discussed which focus on: improved career opportunities and may comment on greater equality within the family.

7–8 At this level answers are likely to be clearly focused, outlining a range of issues and also attempting to present some form of assessment.

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Section D: Power and Authority

6 In democracies pressure groups can be an important means of influencing government.

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

Reference should be made to a group that seeks to influence government policy in one particular area. 2 marks for a clear definition, 1 mark for a partial explanation.

(b) Describe two ways through which pressure groups try to influence governments. [4]

Reference should be made to issues such as: campaigning, use of the media, demonstrations, close connect with government etc. 1 mark for identification and a further mark for some form of explanation.

(c) Explain how individuals can influence governments in a democracy. [6]

0–3 A few isolated and basic points will characterise answers at this level. Reference may be made to issues such as: voting and protesting.

4–6 At this level the answer is likely to be more developed, covering a range of factors such as: joining pressure groups, contacting MP's, use of the media etc. The wider range of issues the higher the answer will be placed in the band.

(d) Marxists claim that it is the elite group that hold power in modern industrial societies. How far is this claim true? [8]

0–3 At this level there may be a simplistic account of the Marxist view, or a basic attempt to describe the power structures in society.

4–6 At this level answers will be focused, but basically descriptive, perhaps outlining the Marxist view in more detail and presenting evidence of the existence of a ruling elite.

7–8 At this level answers are likely to be clearly focused and present a balanced assessment, perhaps discussing pluralist views of power.

7 The media may play a role in political socialisation but sociologists also believe other influences have an effect on people's political attitudes.

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

Reference should be made to the way individuals develop their political beliefs. 2 marks for a clear definition, 1 mark for a partial explanation.

(b) Describe two ways that the media might influence a person's political view? [4]

Answers are likely to focus on: reporting on the parties' policies, providing political comment, contributing to the development of party images, presenting issues in a politically biased manner. 1 mark for identification and a further mark for some form of explanation.

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(c) Explain how a person's social background may influence their political views. [6]

0–3 At this level answers will be vague and lacking depth, possibly referring to how families often all vote for the same party.

4–6 At this level there is likely to be a wider range of material and a more sophisticated response. Comment may be made about the nature of the work the individual's family undertook and how the nature of employment influenced voting within the family. There may be reference to social class. At the top of the band answers are likely to acknowledge that family background may not be as important as in the past.

(d) How far have the factors that affect voting behaviour changed in recent years. [8]

0–3 A few basic remarks about family and class influence on voting may characterise answers in this band. There will be little or no attempt to address the issue of change in the factors.

4–6 A range of factors that influence voting are likely to be presented such as: class, religion, and ethnicity, short term factors such as: the record of governments, their policy proposals and images. At the top of the band there is likely to be a range of factors discussed, or a limited number of factors outlined and some attempt to assess whether factors have changed.

7–8 At this level there will be an attempt to assess the issues raised in the question. A range of issues are likely to be discussed and answers will show an awareness of the changes to the class structure and the greater importance of factors such as: the record of the government and party images etc.

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