

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**

0495/02	0495 SOCIOLOGY Paper 2, maximum raw mark 60
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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, which would have considered the acceptability of alternative answers.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

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Page 2	Mark Scheme: Teachers' version	Syllabus
	IGCSE– October/November 2009	0495

Section A: Family

- 1 Roles within the family have changed considerably in modern industrial 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 members of the family. The idea of democratisation within families could be explored, as might links to the emergence of a concept of childhood in the twentieth century.

Level 1: A few basic observations, possibly relying 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 the 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 common sense 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 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 3	Mark Scheme: Teachers' version	Syllabus
	IGCSE– October/November 2009	0495

- 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 x 2).

(c) Explain why the divorce rate has risen in most modern industrial 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.

Level 1: Answers at this level may be confined to a brief account of one or two relevant factors. 0–3

Level 2: A wider range of factors will be covered at this level and, at the top of the band, the explanation will be sustained. 4–6

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

Level 1: 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. 0–3

Level 2: Answers that cover a good range of arguments supporting (or rejecting) the idea that marriage is in decline or not. 4–6

Level 3: 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 the number of one-parent families and single households. Evidence of 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. 7–8

Page 4	Mark Scheme: Teachers' version	Syllabus
	IGCSE– October/November 2009	0495

Section B: Education

3 Although gender stereotyping still exists to some extent in schools, girls are 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 mentioned in relation to the educational achievement of boys. One mark for an example and one mark for development (2 x 2).

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

Level 1: A few isolated remarks with some relevance to the question may be worth one or two 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. 0–3

Level 2: A sound explanation based on one or two key factors may be worth four or five marks. To reach the top of the band, a wider range of factors would need to be covered. 4–6

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

Level 1: A few simple observations loosely linked to the question. 0–3

Level 2: 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. 4–6

Level 3: 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. 7–8

Page 5	Mark Scheme: Teachers' version	Syllabus
	IGCSE– October/November 2009	0495

4 Formal education systems help to prepare young people for earning a living in modern industrial societies. Informal education performs a similar role in less industrial societies.

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

The learning of skills and practical knowledge that is acquired through the interaction with other people in everyday life; 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 ways* in which formal education helps to prepare young people for earning a living. [4]

Ways include through teaching skills, qualifications, and by instilling appropriate values and attitudes. One mark for each relevant point and one mark for describing accurately each example (2 x 2).

(c) Apart from preparing young people for earning a living, what other social functions are performed by formal education systems? [6]

Social functions of the education system include: transmission of core values; development of individuality and personal interests; social control.

Level 1: One or two functions may be identified, but with little or no development. 0–3

Level 2: A range of appropriate functions are identified and described accurately. 4–6

(d) How far do some social groups benefit more than other social groups from the education system in modern industrial societies? [8]

Level 1: A scant answer with a few disjointed points about education in general would fit this band. 0–3

Level 2: A few relevant comments about who benefits from the education system will be offered, but the answer may be restricted in the range and/or depth of points made. 4–6

Level 3: Answers at this level will demonstrate a good understanding of the relevant sociological material. At the top of the band there may be references to relevant theories, such as the functionalist and Marxist perspectives. Specific social groups will be considered and issues of class. Ethnicity and gender may be addressed. 7–8

Page 6	Mark Scheme: Teachers' version	Syllabus
	IGCSE– October/November 2009	0495

Section C: Crime, Deviance and Social Control

5 What is seen as deviant in one culture may not be seen as deviant in another culture.

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

Acts which are regarded as socially unacceptable or wrong are labelled as deviant. 2 marks for a clear definition along these lines; and 1 mark for an incomplete definition showing some understanding.

(b) Describe *two* examples of how definitions of deviance may differ between cultures. [4]

Examples include, the acceptable use of marijuana among Rastafarians, drinking of alcohol is acceptable to the British but not in Muslim society, homosexuality is unacceptable in some cultures but is acceptable in others. 1 mark for example and 1 mark for explanation. (2 × 2)

(c) Why might an act be defined as deviant when performed by members of one social group, but not when performed by members of another social group? [6]

Level 1: Answers may be commonsensical at this level and may have little relevance to the question. 0–3

Level 2: At this level there should be a sound account of how and why some groups are more likely to become labelled than others, for example, ethnic minorities and young working class males. 4–6

(d) To what extent can deviance be explained by the labelling theory? [8]

Level 1: A few generalized common sense points rather than sociological insight. 0–3

Level 2: A basic account of the labelling theory and how it relates to crime should appear. Relevant sociological observations will be made, but with limited depth. 4–6

Level 3: To reach the top of the band a sound account of the labelling theory as it applies to crime should appear, although answers will contain depth/breadth. 7–8

6 In modern industrial societies social order is maintained through a mix of formal and informal social control. In small scale tribal societies social control is mostly informal.

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

Informal social control refers to the mechanisms that society has developed to ensure conformity.

(b) Describe *two* examples of formal social control. [4]

Formal social control refers to the public, legal forms of controlling the population e.g. imprisonment, fines, electronic tagging, community service and probation. (2 × 2)

Page 7	Mark Scheme: Teachers' version	Syllabus
	IGCSE– October/November 2009	0495

(c) Explain how social control is maintained in small scale, tribal societies.

Level 1: A few general points about informal social control, with little or no development. An answer along these lines, if well expressed, may be worth 2 or 3 marks. 0–3

Level 2: Answers at this level will go into some detail about the different mechanisms that may be used to achieve social control in tribal societies, ritual, intermarriage, ostracism, religion, and publicly voiced complaints. 4–6

(d) To what extent does social control serve the interests of the most powerful groups in society? [8]

Level 1: A few general points about who benefits from social control with little or no sociological foundation, may be worth 2 or 3 marks. 0–3

Level 2: At this level, candidates may consider Marxist versus pluralist views of social control although answers may lack depth and/or breadth. 4–6

Level 3: In the Marxist perspective, the existence of social rules are seen to benefit the ruling class. Pluralists see the benefits more evenly distributed between various sections of society. An answer along these lines, if well expressed, would be worth 7 or 8 marks. 7–8

Section D: The Mass Media

7 Sociologists disagree about how much influence the mass media have in shaping attitudes and behaviour.

(a) What is meant by the term *mass media*? [8]

The printing, broadcasting and advertising industries. A clear definition along these lines = 2 marks. One mark for an incomplete definition, showing some understanding.

(b) Describe *two* examples of how information and ideas were communicated before the introduction of the mass media. [4]

Examples include: religious instruction, face-to-face communication; works of art; written sources confined to restricted circulation. (2 × 2)

(c) In what ways may the mass media influence the attitudes and behaviour of young people? [6]

Level 1: Answers at this level may mention a few factors, but with little or no development. 0–3

Level 2: At this level several factors will be explained. These may include, for example, the influence of advertising, stereotyping, role-models, and the contribution to youth culture. 4–6

Page 8	Mark Scheme: Teachers' version	Syllabus
	IGCSE– October/November 2009	0495

(d) Assess the explanations that have been offered for the ways that the mass media influence behaviour?

Level 1: A few general points based on assertion rather than sociological understanding may merit 2 or 3 marks. Some informed sociological comment about one or more explanations, but with very little development, may be worth 4 marks. 0–3

Level 2: Lower in the band, two or more explanations will be considered, though with little depth. Explanations include, for example, the behaviour (hypodermic syringe) model, the audience selection model, and the cultural approach. 4–6

Level 3: To go higher in the band, the explanation must be accurate and detailed, and there may be some attempt at assessment though this is not essential. 7–8

8 Newspapers do not simply reflect the world as it is. They filter and select the events they report and this sometimes leads to claims of bias and distortion.

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

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 and distortion in news reports. [4]

A range of examples is possible; judge each on its merits.
A poorly articulated definition of just one example = 1 mark; an accurate definition of just one example = 2 marks. Two examples weakly defined = 2 marks.
A clear and accurate account of two relevant examples = 2 x 2.

(c) What can members of the public do to counter bias and distortion in news reporting? [6]

Possible responses include: not buying newspapers that engage in biased reporting; complaining to the government and to regulatory bodies; writing letters of complaint to the newspaper; setting up or participating in appropriate pressure groups etc.

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

Level 2: Several relevant sociological points will appear at this level along with appropriate explanations. 4–6

(d) To what extent do newspaper owners influence what is reported in their newspapers? [8]

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

Level 2: Two or more relevant sociological points will appear at this level. 4–6

Level 3: A clear and accurate explanation is offered. At the top of the band, the candidate will reach appropriate and well-reasoned conclusions. 7–8