MARK SCHEME for the May/June 2012 question paper

for the guidance of teachers

9699 SOCIOLOGY

9699/22   Paper 2 (Principles and Methods 2), maximum raw mark 50

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.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2012 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

1   In most societies, age is used as a basis for treating individuals differently. In modern industrial societies, for example, laws exist that limit certain activities (such as drinking alcohol, driving motor vehicles, voting in elections) to people over a particular age. In traditional societies, age is even more important and status may depend entirely upon the age group to which a person belongs. Clearly defined roles are associated with particular *age sets* and elders often exercise authority within the wider group. In many traditional societies, the moving from one age set to another is marked by various ceremonies, known as rites of passage.

In modern industrial societies, there has been a lengthening of the transition between childhood and adulthood. The age at which people begin work is higher than it used to be and many young people now remain in full-time education long beyond the end of their childhood. The term 'youth' has become widely used to describe this period of life between childhood and adulthood. Young people often have their own status systems and lifestyles. This is known as youth culture. Sociologists hold different views about whether youth cultures represent a threat to the dominant values of the society.

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

(b) Describe two examples of rites of passage. [4]

(c) Explain how elderly people may be treated differently to other age groups in modern industrial societies. [8]

(d) Assess the extent to which youth cultures represent a threat to the dominant values of the society. [11]

1	(a)		An age set is a broad age band that defines the social status, permitted roles and activities of those belonging to it. Two marks for a clear and accurate definition; one mark for a partial definition such as 'the age group a person is identified with'.	(2)
	(b)		Possible examples include baptism, marriage, various ceremonies to mark the transition to adulthood, etc. One mark for the example plus one mark for development (2 x 2 marks).	(4)
	(c)	0–4	A few general points about age stratification or the social problems that elderly people may face, would fit the lower part of the band. Higher in the band, there will be some attempt to explain how elderly people may be treated differently to other social groups, though the discussion will lack depth and is likely to be confined to a few narrow points.	(8)
		5–8	A sound account of two or three ways in which the elderly may be treated differently to other social groups in modern industrial societies, would be worth 5 or 6 marks. A good account of a wider range of relevant points would trigger the top half of the band. Differences covered might include: issues of status, access to health care, the structure of welfare benefits, media portrayal of the elderly, issues of social inclusion and relations to community.	

(d)	**0–4**	A few simple points about the social position of young people might be worth 1 or 2 marks. Some reflections on youth culture, with limited sociological insight, would trigger the top half of the band.	**(11)**
	5–8	A descriptive account of different explanations/theories of youth culture, with no direct links to the question of whether youth cultures represent a threat to the dominant values of society, would fit the lower part of the band. To go higher in the band, answers must address the issues raised by the question directly, though the analysis may be rather limited at this level.	
	9–11	Answers at this level will demonstrate a good understanding of the sociological analysis of youth cultures. There will be a direct assessment of the extent to which youth cultures represent a threat to the dominant values of society. Lower in the band, the assessment may demonstrate awareness of only one side of the argument. To reach the top of the band, however, there must be some discussion of the arguments both for and against the view that youth cultures challenge the dominant values of society.	

2 The purpose of sociological research is to collect data that may be used to describe or explain a particular aspect of society. There are two types of data: quantitative and qualitative. Quantitative data is information that can be put into number form. Qualitative data is used to describe things that are not easily summarised in number form, such as feelings and ideas. Different research techniques are required to collect each type of data. The techniques for collecting quantitative data include various forms of *social survey*, experiments and content analysis. Qualitative data is more likely to be collected using participant observation and unstructured interviews.

Most research studies in sociology focus on a particular point in time. They provide a 'snapshot' of the attitudes and behaviour of the people in the study group during a single period in their life. However, it is also possible to study people at different periods in their life in order to see how their attitudes and behaviour change over time. Research of this kind that is carried out at intervals over a lengthy period is called a longitudinal study. Maintaining contact with the original sample over time is one of the problems with longitudinal studies. It is also hard to achieve representativeness with this type of study.

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

(b) Describe <u>two</u> problems with carrying out experiments in sociology. [4]

(c) Explain why it may be hard to achieve representativeness with a longitudinal study. [8]

(d) Assess the strengths and limitations of qualitative data. [11]

2	(a)		A social survey is a general term for any large-scale study that aims to collect data in a quantitative form that can be used to make generalisations about a wide body of people. Two marks for a clear and accurate definition; one mark for a partial definition such as 'quantitative research studies' or 'a study that involves a big sample'.	(2)
	(b)		Problems may be practical or ethical. One mark for the example plus one mark for development (2 x 2 marks).	(4)
	(c)	0–4	A few simple points about longitudinal studies, with no reference to representativeness, would fit the lower part of the band. A general account of the strengths and limitations of longitudinal studies, with only weak links to the issue of representativeness, would be worth 3 or 4 marks.	(8)
		5–8	A basic account of what representativeness means and why it may be difficult to achieve using longitudinal studies, would merit the lower part of the band. Higher in the band, answers will cover a wider range of relevant points or show more subtlety in explaining key points. Problems of representativeness with longitudinal studies stem from both practical problems in recruiting and maintaining an appropriate sample, and also issues surrounding the relatively small scale of this type of study.	
	(d)	0–4	A basic attempt to distinguish quantitative and qualitative data, might be worth 1 or 2 marks. A few simple points about one or more qualitative research methods, would trigger the top half of the band.	(11)

| | | 5–8 | Lower in the band, answers may be confined to a few basic points about the strengths or limitations of qualitative data. The emphasis is likely to be on practical points at this level. Higher in the band, both strengths and limitations will be addressed, though consideration of theoretical issues may still be rather weak. | |
| | | 9–11 | Answers at this level will demonstrate a good understanding of the strengths and limitations of qualitative data, and this will include coverage of relevant theoretical issues. At the top of the band, there may also be an attempt to reach conclusions about the overall value of using qualitative data in sociological research | |

3 Ethnicity refers to the properties of people who share a similar culture, language, religion and history. Ethnic minorities are groups who are numerically much smaller than the main ethnic group in the society. The existence of different ethnic groups is often associated with variations in power, wealth and status. Indeed, there are some societies where ethnicity is the main basis for stratification. This was the case in South Africa between 1948 and 1994, under the government policy known as Apartheid.

Some ethnic minorities may be treated unfavourably due to racism. Racism involves treating a group of people in a hostile and prejudicial way because they are perceived to be different in their language, culture and appearance to other ethnic groups. Although laws have been introduced to ban racism in modern industrial societies, some sociologists believe that racial discrimination still occurs and is the main reason why *social deprivation* is widespread among some ethnic minority groups. However, there may be other factors apart from racism that explain why ethnic inequality remains a feature of most modern industrial societies.

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

(b) Describe two forms of stratification that are not based on ethnicity. [4]

(c) Explain why laws to ban racism may be ineffective in preventing racial discrimination. [8]

(d) Assess sociological explanations for the existence of ethnic inequality. [11]

3	(a)		Social deprivation refers to the loss or absence of things that are judged either desirable or essential in society, such as a living wage, minimum standard of education, access to health care, and so on. Two marks for a clear and accurate definition; one mark for a partial definition such as 'being poor' or 'not having what everyone else has in society'.	(2)
	(b)		Examples include social class, gender divisions, age stratification, the caste system, the feudal or estates system. One mark for the example plus one mark for development (2 x 2 marks).	(4)
	(c)	0–4	A few general points about racism, with only vague links to the issue of legal sanctions, would be worth 1 or 2 marks. Answers that cover one or two simple explanations of why laws to ban racism may have failed, would fit the higher part of the band.	(8)

		5–8	Answers that merit the lower part of the band will provide a sound account of several reasons why laws to ban racism may have failed to prevent racial discrimination. Higher in the band, the range of reasons covered will either be wider, or the depth of understanding will be greater. Reasons why laws banning racism may fail to curb racial discrimination include: difficult in implementing such laws; reluctance of authorities to police the laws; the often subtle forms of racial discrimination that are difficult to detect or to link with racism; the existence of loopholes within the law. Also reward candidates who question the relationship between racism and racial discrimination, recognising that racial discrimination can occur for a variety of reasons, not all of which are necessarily linked to racism depending on how that term is defined.	
(d)		0–4	A few simple points about the nature of ethnic inequality would be worth 1 or 2 marks. An attempt to explain ethnic inequality in commonsense terms that has some weak sociological merit, would trigger the top of the band.	**(11)**
		5–8	A sound descriptive account of one sociological explanation of ethnic inequality would fit the lower part of the band. To go higher, there must be reference to at least two explanations/theories of ethnic inequality. Any assessment at this level is likely to be confined to the juxtaposition of contrasting explanations/theories.	
		9–11	Answers at this level will demonstrate a good understanding of two or more explanations/theories of ethnic inequality. Answers that distinguish between cultural and structural accounts of ethnic inequality, in particular, are likely to figure at this level. There will also be an attempt to assess the respective merits of the explanations covered. Higher in the band, the assessment is likely to be more explicit and sustained.	