

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2006 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*.

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Section A: Family

1 Although men and women share many tasks in the home today, they are still often unequal partners.

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

Tasks within the home are not equally shared between the husband and wife and one spouse has more power within the relationship than the other. A clear answer along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

(b) Describe two factors that have led men and women to share more tasks in the home today. [4]

Changing occupational structure and job opportunities; increase in male unemployment; changing expectations of women; growth of the middle class; etc. One mark for identifying a relevant factor and a further mark for describing that factor accurately (2 x 2).

(c) To what extent do women still experience inequality in the home? [6]

Level 1: A few commonsense observations pertinent to the question, possibly relying on assertion and with some over-generalisation. 0 - 3

Level 2: The answer will display appropriate sociological knowledge and evaluation. At the top of the band there will be a clear attempt to assess the extent to which women still experience inequality in the home. 4 - 6

(d) What problems may women face in trying to achieve equal relationships with men in the family? [8]

The problems that women face in trying to achieve equality in the home include, for example, the following: lack of economic power; opposition from other family members; negative attitudes and values in the wider society; indifference or opposition from their partner; struggling against their own gender socialisation.

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 focusing on just one or two problems. 4 - 6

Level 3: The answer will consider several potential problems that women may face in seeking to achieve equality within the home. At the top of the band, there will be some attempt at summation and an intelligent conclusion will emerge. 7 - 8

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2 The importance of the nuclear family has declined. There are now many other types of family in modern industrialised societies.

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

A unit consisting of spouses and their dependent children. A clear answer along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

(b) Describe two other types of family. [4]

Options include: single parent; extended; compound; married couple only; homosexual couples with or without children; etc. One mark for each example and one mark for accurately describing the example (2 x 2).

(c) What factors may have led to the decline of the nuclear family? [6]

Factors include: increasing divorce rates; increasingly common decision of women who become pregnant not to marry; more people remaining single or marrying at a later age; more couples choosing not to have children; etc.

Level 1: An answer providing a basic account of one or two factors would fit this band. 0 - 3

Level 2: A clear and accurate account of several factors. 4 - 6

(d) To what extent is family life still important despite the decline of the nuclear family in modern industrialised societies? [8]

Arguably, family life is still as important, though its forms may have changed to some extent. Accept answers along these lines with additional marks where there are examples or extended explanations. Also possible to answer that the family is less stable today; that nuclear families cannot cope with the demands being made on them, leading to breakdown.

Level 1: A few general remarks about the nature of family life today, with little direct linkage to the question. 0 - 3

Level 2: A sociologically well-informed account of the roles or nature of the family today would fit this level. 4 - 6

Level 3: The answer will address the issues raised by the question directly and provide a reasoned conclusion. 7 - 8

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Section B: Education

3 In many modern industrialised societies girls are now achieving better examination results than boys in many subjects. It would seem therefore that the gender division in education has been reversed.

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

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]

One mark for each reason and one mark for accurately describing the example (2 x 2).

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

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 is an ongoing debate about the extent to which the behaviour of men and women differs today. 4 - 6

(d) Why are girls now achieving better examination results than boys in many subjects? [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 relying on the importance of the concept of socialisation in explaining gender differences and failing to consider other possible explanations. 4 - 6

Level 3: The answers will focus directly on why people usually conform to their gender-roles. The importance of socialisation will be mentioned, but other factors such as sanctions, rewards, peer group pressure, economic constraints and psychological and/or biological influences, will be considered 7 - 8

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

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

The learning of skills and practical knowledge that is acquired through interaction with other people in everyday life; it is not organised or examined. A clear and accurate 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 all social groups benefit equally from the formal education system in modern industrial societies? [8]

Level 1: A scant answer with a few disjointed appoints 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 will be somewhat 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 issues and sociological material. At the top of the band there may be references to relevant theories, such as the functionalist and Marxist. Specific social groups will be considered and issues of class, ethnicity and gender may be addressed. 7 - 8

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Section C: Crime, Deviance and Social Control

5 Youth subcultures are sometimes seen as a form of resistance to the mainstream culture.

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

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 family, education, peer group, media, etc. One mark for each relevant point and one mark for describing accurately each example (2 x 2).

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

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 factors will be explained in reasonable detail. 4 - 6

(d) How far do youth subcultures represent a threat to the mainstream values of society? [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 relying on a fairly descriptive account of one or more youth subcultures. 4 - 6

Level 3: Answers will demonstrate a good understanding of youth subcultures and there will be an attempt to assess how far they represent a threat to the dominant values of society. 7 - 8

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

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

A deviant is a person who acts against the accepted norms and standards of society. A clear definition along these lines = 2 marks; an incomplete definition and showing some understanding = 1 mark.

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

There are a wide range of possible examples, such as cultural differences in attitudes to alcohol consumption, dress code, drug use, sexual orientation, and more relating to the consumption of food.

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

Level 1: A few basic observations about the socially relative nature of deviance would be worth 2 or 3 marks. There may be few, if any, links to specific social groups in answers at this level. 0 - 3

Level 2: Examples will be used to show why the acts of certain social groups may be defined as deviant while the similar acts of other social groups are not so labelled. Good answers are likely to include references to sub-cultural theory and/or the process of labelling. 4 - 6

(d) To what extent can deviance be explained in terms of labelling theory? [8]

Level 1: Answers at this level are likely to be confined to a few simple remarks about the supposed causes of deviance, with little support from appropriate sociological evidence and theory. 0 - 3

Level 2: A simple descriptive response that demonstrates some knowledge of labelling theory would fit this level. Accounts of labelling theory that are linked to the phenomenon of deviance specifically are likely to feature at the top of the band. 4 - 6

Level 3: Responses at this level will reveal a sound understanding of labelling theory and there will be an attempt to assess the strengths and/or limitations of that approach to explaining deviance. 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 term *mass media*? [2]

A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

(b) Describe two trends in the control of the mass media in modern industrial societies. [4]

One mark for each relevant trend and one mark for describing accurately each example (2 x 2).

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

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

Level 2: Several appropriate points will be made and the answer will show good sociological understanding of the nature of power in relation to ownership of the mass media. 4 - 6

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

Level 1: A few general points based on commonsense rather than sociological insight would fit this band. 0 - 3

Level 2: A few relevant sociological observations are made, possibly relying on a descriptive account of who owns and controls the media. 4 - 6

Level 3: Answers will demonstrate a good understanding of the issues raised by the question and there will be an attempt to assess the extent to which the owners of the media are able to control what is published and broadcast. 7 - 8

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8 The mass media play a major role in agenda setting in modern industrial societies.

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

Agenda setting refers to deciding what subjects the mass media will report or bring to the public's attention. A clear and accurate definition along these lines = 2 marks, 1 mark for evidence of partial understanding.

(b) Describe two examples of how the mass media may influence political attitudes. [4]

One mark for each example identified and one mark for describing accurately each example (2 x 2).

(c) What factors influence journalists in their selection and presentation of news reports? [6]

Level 1: A few relevant observations that demonstrate some understanding of the role of journalists in news reporting may be worth two or three marks. 0 - 3

Level 2: A sound understanding of how journalists select and present news would fit the bottom of the band. A more developed answer with evidence of good sociological understanding would merit full marks. 4 - 6

(d) What explanations have been offered for the way that the mass media influence people's behaviour? [8]

The explanations include: the hypodermic syringe model; audience selection model; and the cultural approach, which sees the media as creating a culture or climate of thought, within which people hold opinions.

Level 1: A few general points based on commonsense rather than sociological insight would fit this band. 0 - 3

Level 2: A few relevant sociological observations are made, possibly relying on one particular sociological model or lacking detailed treatment of more than one explanation. 4 - 6

Level 3: Answers will demonstrate a good understanding of the main explanations. At the top of the band there will be an attempt to assess the different explanations or reach well-reasoned conclusions in some other way. 7 - 8