

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.

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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 They may also use secondary sources, such as official statistics and historical documents.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