

CAMBRIDGE
INTERNATIONAL EXAMINATIONS

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June 2003

INTERNATIONAL GCSE

MARK SCHEME

MAXIMUM MARK: 60

SYLLABUS/COMPONENT: 0495/01

SOCIOLOGY
Paper 1

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1. People learn how they are expected to behave in society through interaction with other human beings. This is a life-long process of learning.

(a) What is the sociological term that describes how people learn their roles in society? (2)

Socialisation (2 marks)

(b) Why are interactions with other human beings so important for people in learning how to behave in society? (6)

A basic explanation of the concept of socialisation could achieve up to 4 marks. A more developed account that takes into consideration the importance of interaction specifically would merit 5-6 marks.

(c) What pressures may be placed on people to conform to the rules of society? (6)

Examples include: laws and law enforcement processes; peer group pressure; social exclusion and ostracism; pragmatic considerations such as possible loss of benefits and rewards through failing to conform; psychological pressures such as the threat to one's personal identity of not conforming. Three of these points well explained would be required to achieve full marks.

(d) Why is social learning a life-long process? (6)

Because people are constantly facing new social situations as a result of life changes and changes in society. This point, well developed with suitable examples, would merit 5-6 marks.

2. Absolute poverty is rare in modern industrial societies, though it is widespread in many less industrialised societies. The poverty that exists in the richer countries is mainly 'relative'.

(a) What is the difference between *absolute* and *relative* poverty? (2)

Absolute refers to what is needed to meet basic physical need; relative refers to that which is culturally defined as necessary in terms of living standards (2 marks). One mark for evidence of partial understanding.

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(b) Why is absolute poverty rare in modern industrial societies?

(6)

Relative affluence and the existence of systematic State administered aid to the poor are the main reasons. These points, with some development, would merit 5-6 marks.

(c) Which groups are likely to experience poverty in modern industrial societies?

(6)

Groups heavily represented among the poor include the elderly, low paid, unemployed, some ethnic minorities, and single parents. One mark for each relevant group, with up to two marks for development in relation to each group mentioned.

(d) What social factors lead to poverty?

(6)

A range of cultural and economic factors. Good answers (5-6 marks) are likely to mention both types of factor.

3. Discrimination on the grounds of gender is illegal in most modern industrial societies. However, women are often disadvantaged in terms of earnings and job conditions.

(a) What is meant by the term *discrimination*?

(2)

A pattern of domination and oppression that results in an individual or group being treated unfairly in relation to various social and economic benefits (2 marks). One mark for evidence of partial understanding.

(b) In what ways are women discriminated against in paid employment?

(6)

Relative to male employees, women may experience: low wages; poor job conditions; less job security and greater likelihood of unemployment and redundancy; segregation into a narrow range of work tasks based on stereotypes of traditional female roles; less chance of promotion. One mark for each relevant point, plus a further mark for appropriate development of each point.

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- (c) What reasons may an employer have for discriminating against female employees?
(6)

Personal prejudice; economic advantages linked to the exploitation of female workers; fear of adverse reaction from male employees or male dominated trade unions. One mark for each relevant point up to three marks, plus up to two further marks for each point appropriately developed.

- (d) What action might women take to improve their chances of achieving equality with men at work?
(6)

Join trade unions and campaign for the unions to be more sympathetic to the position of female workers; have higher expectations; be more selective in the jobs they take; gain more qualifications and therefore improve employment prospects; form self-help groups. One mark for each relevant point, plus a further mark for appropriate development of each point.

4. The nuclear family is found mainly in modern industrial societies. Family units tend to be larger in traditional societies.

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

A father, mother and at least one child (1 mark) living together (2 marks).

- (b) Describe two other types of family structure.
(4)

Extended family; matrifocal or one-parent family (2 x 2 marks).

- (c) Why do family units tend to be larger in traditional societies?
(7)

Children are an economic asset; lack of state welfare for parents in their old age; tradition and religious influence in some cases; high infant mortality rate; etc. (1 mark for each basic point; 2-3 marks for a developed point.)

- (d) To what extent is the nuclear family in decline in modern industrial societies?
(7)

A one-sided account can score up to 4 marks, but to gain a higher mark both sides of the argument must be considered. Expect the focus to be on

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the emergence of alternative family and household types and the significance of rising divorce rates.

5. Most modern industrial societies have democratic systems of government that are supposed to represent fairly the interests of all the citizens. The government also tries to protect the living standards of poorer people in these societies.

- (a) What is meant by the term *democracy*?

(2)

A political system in which citizens are able to choose their government through free and fair elections (2 marks). One mark for evidence of partial understanding.

- (b) In what ways are citizens represented in the political process in democratic systems of government?

(6)

Through elected politicians and governments; through pressure group activity; through the courts and legal process; possibly through the media, as an informal means of representation. One mark for each relevant point up to three marks, plus up to two further marks for each point appropriately developed.

- (c) To what extent do governments in modern industrial societies represent fairly the interests of all their citizens?

(6)

A range of possible answers here. Classical theories of democracy would suggest that all groups are represented equally, though there are many counter-arguments that access to government depends heavily on how much power and status an individual or group possesses. A basic, one-sided case may justify up to 4 marks; for higher marks, there has to be some recognition that there are different perspectives on this question.

- (d) What social and economic factors tend to reduce the ability of some governments to protect the living standards of poorer people in their societies?

(6)

Reluctance of the more affluent majority to bear higher taxes to pay for welfare measures; lack of economic resources available to governments; the capitalist economic system that arguably benefits from the existence of a low paid and economically insecure workforce; bureaucratic inefficiency in distributing welfare benefits to the poor; right wing anti-welfare ideologies. One mark for each relevant point up to three marks, plus up to two further marks for each point appropriately developed.

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MARK SCHEME

MAXIMUM MARK: 30

SYLLABUS/COMPONENT: 0495/02

SOCIOLOGY
Paper 2

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Study **Source A** carefully.

1. In which countries are women paid less than half the amount paid to men? (2)

Brazil and Kenya. One mark for each country.

2. What is meant by the term *gender inequality*? (2)

Unequal treatment of males and females in society.

3. The evidence in Source A is based upon information gathered by governments in different parts of the world.

Give **two** reasons why the evidence in Source A may not be accurate or reliable. (4)

Some governments may deliberately distort the evidence; there may be different ways of collecting the evidence; some governments may be more conscientious than others in collecting the data. One mark for each point (2 marks) plus one mark for each development of a point (4 marks).

Study **Source B** carefully.

4. What is the difference between *covert* and *overt* participant observation? (2)

Covert means that subjects are unaware that they are being studied; *overt* means that subjects' permission is sought before the study begins (1 x 1 marks).

5. Describe **two** advantages and **two** disadvantages of participant observation. (4)

Advantages: authenticity; depth of evidence and thus validity; group dynamics and changes over time can be observed. Disadvantages: expensive; time consuming; lacks representativeness and reliability; subjective; may be dangerous and possibly unethical (particularly covert p/o) (2 x 2 marks).

Study **Source C** carefully.

6. What is a pilot *study*? (2)

A *small-scale* test of a research strategy run in *advance* of the main fieldwork. One mark for each point in italics.

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7. How can a pilot study improve the quality of evidence gathered in sociological research? (4)

Identify and rectify problems such as: ambiguous questions, incorrect filtering through the questionnaire replies that cannot be coded, and items about which there appears to be no variance in the responses. One or two basic points without development can be awarded up to 2 marks; well explained points up to 4 marks.

8. Explain why the refusal of employers to take part in the study might mean the findings are not representative. (4)

Those who refused to take part may represent a particular set(s) of attitudes and values on the subject under study, and so the research findings may omit important variables. Answers that display a good understanding of the concept of representativeness should be rewarded. One mark for each reason (up to 2 marks) and a further mark for each reason developed (4 marks).

9. Describe **three** possible causes of bias or inaccuracy in evidence collected by interview. (6)

Causes of bias or inaccuracy with interviews include: the effect of the interviewer on the subjects' responses; the wording and ordering of questions; failure of interviewers to record data accurately; misinterpretation of the questions by the subjects; etc. One mark for each cause (3 marks), plus one mark for development in each case (6 marks).

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MARK SCHEME

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SYLLABUS/COMPONENT: 0495/04

SOCIOLOGY
Alternative to Coursework

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1. In sociological research, what is:

- (i) *secondary data* (2)
- (ii) *participant observation?* (2)

Secondary data refers to sources of evidence collected already by other people (2 marks).

Participant observation is a method of research involving the researcher joining the group under study (2 marks).

2. Describe **two** advantages and **two** disadvantages of using secondary data in sociological research. (4)

Advantages include: the data is readily available; it may provide information about subjects that would otherwise be difficult to study; low cost; official statistics are often based on large-scale studies. *Disadvantages* include: may lack objectivity; lack of knowledge about how the data was collected; data collected for other (i.e. non-sociological) purposes; may be out-of-date (2 x 2 marks).

3. Give **three** reasons why a sociologist may find it difficult to obtain accurate information about the amount of white-collar crime in a society. (3)

Candidates may identify reasons why the official crime statistics may give a misleading picture of the true extent of white-collar crimes. For example, these crimes often go unreported to the police; these crimes are also often 'victimless' and so difficult to prosecute successfully; and middle class people have the resources to put up a strong defence in court which may mean that some who are guilty are acquitted. Candidates who point out that a high degree of secrecy often surrounds such crimes both on the part of the offenders and victims and so may be difficult to collect information through self-report or victim studies should also be credited (3 x 1 mark).

4. Give **three** possible ethical issues raised by the research in Source C. (3)

Ethical issues associated with participant observation include: if covert, the deceit involved on the part of the researcher; possible exposure of the researcher to unethical/criminal acts on the part of the group; respecting the privacy of group members; possible psychological effect on those under study (3 x 1 mark).

5. Identify **four** possible causes of bias or inaccuracy in participant observation as a method of sociological research. (4)

Bias or inaccuracy may result from: subjectivity of the researcher, including the danger of over-identifying with the group; practical difficulties recording information

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about the group; influence of the researcher on the group; group members may mislead the researcher; the researcher may be excluded from some activities of the group (4 x 1 mark).

6. Read all of the sources carefully.

Describe how you would carry out a sociological investigation into the links between poverty and crime in your society.

You should include:

- (i) a description of the methods and samples you would use (3)
- (ii) the reasons for your choice of methods and samples (3)
- (iii) any problems you may face in your investigation (3)
- (iv) how you would present your findings. (3)

Maximum of six marks for a general outline of a research strategy; for higher marks, the strategy must be focused on studying the links between poverty and crime. The question recommends that the candidate concentrate on four parts to their answer. Hence, marks should be awarded on the basis of 4 x 3 to a total of 12 marks.

Grade thresholds taken for Syllabus 0495 (Sociology) in the June 2003 examination.

	maximum mark available	minimum mark required for grade:			
		A	C	E	F
Component 1	60	44	37	27	16
Component 2	30	26	19	13	8
Component 4	30	25	20	11	9

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.