CAMBRIDGE
INTERNATIONAL EXAMINATIONS

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International General Certificate of Secondary Education

MARK SCHEME for the November 2003 question papers

0495 SOCIOLOGY

0495/01	**Paper 1, maximum raw mark 60**
0495/02	**Paper 2, maximum raw mark 30**
0495/04	**Paper 4, maximum raw mark 30**

These mark schemes are published as an aid to teachers and students, to indicate the requirements of the examination. They show the basis on which Examiners were initially instructed to award marks. They do 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 discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the November 2003 question papers for most IGCSE and GCE Advanced Level syllabuses.

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

	maximum mark available	minimum mark required for grade:			
		A	C	E	F
Component 1	60	40	32	21	15
Component 2	30	24	17	14	10
Component 4	30	26	21	17	14

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 2003

INTERNATIONAL GCSE

MARK SCHEME

MAXIMUM MARK: 60

SYLLABUS/COMPONENT: 0495/01

SOCIOLOGY
Paper 1

1. The functions performed by families have changed as societies have modernised.

a) What is meant by the term *functions?* (2)

The beneficial contribution to society and/or an individual of a social arrangement. Two marks for an accurate definition; one mark for a partial attempt.

b) What functions do families perform in traditional societies? (6)

The basic functions - sexual, reproduction, child rearing, socialisation - and other functions such as: economic, education, health care, welfare, etc. One mark for each function identified; two marks for a function with some development or illustration.

c) How have these functions changed as societies have modernised. (6)

Families still perform the basic functions and may be important in other respects e.g. economic and welfare support for family members in times of crisis. (1 mark for each basic point; 2-3 marks for a developed point.)

d) How far does the rising divorce rate in some societies show that the family is in decline? (6)

In order to achieve 4-5 marks candidates must recognise that there are different interpretations of the significance of the rising divorce rate for the question of whether the family is in decline. A one-sided answer with a few basic points can score up to 3 marks.

2. Racism often exists in societies where the majority population develop stereotypes of minority ethnic groups and discriminate against them.

a) What is meant by the term *stereotypes*? (2)

A fixed, narrow conception of an individual or group, usually prejudicial and generally resistant to being easily changed = 2 marks. One mark for evidence of partial understanding.

b) In what ways may some minority ethnic groups be stereotyped? (6)

Negative connotations are often applied, such as: lazy; culturally inferior; a threat to social order; criminals and parasites; an economic burden on the rest of society; less moral; etc. One mark for each relevant point, plus a further mark for appropriate development of each point.

c) What social factors may lead to racism? (6)

A range of historical, cultural, psychological and economic factors may account for racism. A good answer (5/6 marks) will cover at least three relevant factors.

d) What social consequences may result from racial discrimination? (6)

A range of possible consequences that include, for example, the following. Sense of alienation and lack of identity with the mainstream culture by those who have been discriminated against, perhaps leading to disturbances and unrest; skills and talent may be wasted as those who are discriminated against lack the opportunity to contribute fully to society; creation of an underclass; stereotypes and prejudices may become self-fulfilling; government may need to devote resources to tackle the problem. One mark for each relevant point, plus a further mark for appropriate development of each point.

3.   The division of labour in industry has many economic advantages, but it may also lead to al among the workforce.

a)   What is meant by the term *alienation*? (2)

A feeling of *separation from the task* and *from fellow workers*. One mark for each point in italics.

b)   Describe the advantages of the division of labour. (6)

More goods are produced at lower cost; more people can afford to purchase goods and so a higher standard of living; the low level of skills required facilitates mass labour; etc. (1 mark for each basic point up to 3 marks; up to 2 marks for a developed point.)

c)   Why may the division of labour lead to alienation among the workforce? (6)

This may occur because: work is boring and repetitive; traditional skills and pride of craftsmanship are lost; workers lose control over their work and the pace at which they work; lack of pride in work. (1 mark for each basic point; 2-3 marks for a developed point.)

d)   What other factors may cause workers to feel alienated? (6)

Certain management techniques; low wages; poor job conditions; lack of authority and control in the workplace. (1 mark for each basic point up to 3 marks; up to 2 marks for a developed point.)

4.   Social control refers to the processes by which the behaviour of individuals or groups is regulated. There is a distinction between formal and informal social control.

a)   What is meant by the term; *formal social control*? (2)

The use of police and the law to regulate the behaviour of people. One mark for a partial attempt.

b)   What informal social controls are used in traditional societies to deter deviant behaviour? (6)

Social pressures to confirm. Family pressures, peer group and community mores all have a role to play in making it clear what behaviour is expected and in disapproving of those who break the rules. The influence of religion is crucial in many traditional societies. (1 mark for each basic point up to 3 marks; up to 2 marks for a developed point.)

c)   In whose interests does social control operate? (6)

In the Marxist perspective, the existence of social order is seen to benefit the ruling class primarily. The functionalists and pluralists see the benefits more evenly distributed between the various sections of society. 1-3 marks for basic identification of a few relevant groups. 4-6 marks for development, possibly through use of relevant theories.

d)   What reasons may individuals or groups have for resisting processes of social control? (6)

Alternative value systems and sub-cultures; opposition to the status quo, perhaps motivated by poverty and inequality. (1 mark for each basic point up to 3 marks; up to 2 marks for a developed point).

5.   There are social elites in most countries. Having the right family connections usually makes it easier to become a member of the elite.

a)   What is meant by the term social elite? (2)

A minority group at the apex of society or a social group who have power and influence over others = 2 marks. One mark for evidence of partial understanding.

b) How may the right family connections help a person become a member of a social elite?

The concepts of nepotism and elite status and networking may be explored here. Intermarriage and the transmission of wealth through family ties may also be discussed. Reward the use of relevant examples. 1 mark for each basic point (up to 3 marks) plus 1-2 marks for development of each point.

c) Why are people who belong to a social elite often very wealthy?   (6)

Answers may note that wealth could be a necessary condition for entry to the social elite; alternatively, the power and privilege associated with elite status may be used to extract and appropriate high financial rewards. The role of family ties in maintaining wealth among the elite (e.g. through inheritance and intermarriage) may also be explored. 1 mark for each basic point (up to 3 marks) plus 1-2 marks for development of each point.

d) To what extent is political power controlled by elite groups in modern industrial societies?   (6)

Answers may focus on elite theory versus democratic pluralism, though other approaches should be judged on their merits. Reward candidates who distinguish between the idea of a single dominant elite and a competing block of elite groups who share power. 1 mark for each basic point (up to 3 marks) plus 1-2 marks for development of each point.

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MARK SCHEME

MAXIMUM MARK: 30

SYLLABUS/COMPONENT: 0495/02

SOCIOLOGY
Paper 2

1. In which countries did more than 1 in 20 of the population lack adequate nutrition?

USA, Canada, France, Japan = 2 marks. Two or three correct countries = 1 mark.

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

Absolute poverty is where the individual lacks the resources necessary for subsistence; relative refers to a lack of resources when compared with other members of the society. 1 mark for a partial response.

3. Explain why evidence about the number of poor people in a society may be affected by the way poverty is defined. (4)

The definition of poverty is crucial in calculating the extent of poverty in a society. The distinction between absolute and relative poverty may be used to illustrate this point. A few basic points poorly developed would merit 1 or 2 marks; a well explained answer would go higher.

Study **Source B** carefully

4. In Source B the researchers wanted to establish trust and a good relationship with the subjects.

Suggest **three** ways in which this might help to improve the validity of the evidence collected. (3)

Subjects more likely to answer all of the questions; subjects more likely to be truthful; subjects more likely to ask for help with questions they don't understand; subjects likely to answer in more depth; etc. One mark for each appropriate point.

5. Describe **three** possible causes of bias or inaccuracy in evidence based upon secondary data. (6)

Secondary data may be: out-of-date; collected for purposes unrelated to the intended sociological study; reflect the interests and/or interpretations of those who collected the data; provide no information about how the data was gathered. One mark for each appropriate point plus a further mark for development of each point. 3 x 2 marks.

6. Describe **two** advantages and **two** disadvantages of structured interviews. (4)

Advantages: relatively quick and cheap; data can be presented in a statistical form; research can be replicated; questions can be clarified by the interviewer.

Disadvantages: interviewer bias; limited depth and thus validity; answers may reflect presuppositions in the questions. 2 x 2 marks.

Study **Source C** carefully

Why might a sample be used in sociological research? (2)

Because it would usually be too expensive and impractical to study the whole population of subjects.

8. Describe **two** factors that may influence the type of sampling method used in sociological research. (4)

Factors such as: time; money; aims of research; availability of subjects; availability of information about the subjects. One mark for each factor (=2 marks) plus one mark for development in each case (=4 marks).

Study **Source D** carefully

9. 'Some people are poor because they use their money wastefully.' Describe the evidence sociologists might use to test this claim. (3)

Evidence about what people spend their money on and why; also evidence about what items of expenditure are essential for subsistence and what might be termed 'wasteful'. Evidence about what it means to be 'poor' and different ways of defining poverty would also be relevant.

November 2003

INTERNATIONAL GCSE

MARK SCHEME

MAXIMUM MARK: 30

SYLLABUS/COMPONENT: 0495/04

SOCIOLOGY
Alternative to Coursework

1. In sociological research what is: a questionnaire (2) and a sampling frame (2)?

A questionnaire is a document containing all the questions, closed and open-ended, for a survey = marks.

A sampling frame is the aggregate of individuals or units from which a sample is drawn = 2 marks.

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

Advantages include: cheap; quick; reliable; produces data that is readily quantifiable; usually a good response rate; little danger of interviewer bias (or no danger at all with mail questionnaires). Disadvantages include: respondents may lie; answers lack depth; cannot be sure who responded in the case of mail questionnaires; bias may be inherent in the wording of questions. 2 x 2 marks.

3. The person in Source B was unwilling to agree to be interviewed by the sociologists. Give **two** ways in which sociologists can encourage people to take part in sociological research. (2)

Explain the purposes of the research carefully; invite the subjects to raise any concerns they have about the research project; handle embarrassing and difficult subjects with great care; offer incentives or rewards for participating in the research; choose an appropriate and reassuring venue for interviews; use skilled researchers to make the subjects feel at ease. 2 x 1 mark = 2 marks.

4. Using examples, describe **two** purposes of using samples in sociological research. (4)

Samples are used because it is impossible to study the entire population or everybody who should be involved in the investigation. Samples may also be used to ensure that the group to be studied are representative of the population. Two reasons with at least two examples = 4 marks.

5. Outline **four** possible types of bias or inaccuracy in structured interviews. (4)

Sources of bias or inaccuracy in structured interviews include: the wording of the questions; the way the questions are asked; other features of the interviewer that may influence the responses of the subject; the subjects may lie or misinterpret the questions; answers may be recorded selectively or inaccurately. 4 x 1 mark.

6. Read all the sources carefully. Describe how you would carry out a sociological investigation into role relationships within families in your society. You should include: a description of the methods and samples you would use (3); the reasons for your choice of methods and samples (3); any problems you face in your investigation (3); how you would present your findings (3).

Maximum of six marks for a general outline of a research strategy; to go higher, the strategy must be focused on studying role relationships within families. 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.