Cambridge O Level

Cambridge International Examinations
Cambridge Ordinary Level

SOCIOLOGY **2251/12**

Paper 1 **May/June 2015**

2 hours (including 15 minutes' reading time)

No Additional Materials are required.

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READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Answer Question 1 and **one** question from Sections **B** or **C**.
The number of marks is given in brackets [ ] at the end of each question or part question.

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This document consists of **3** printed pages, **1** blank page and **1** insert.

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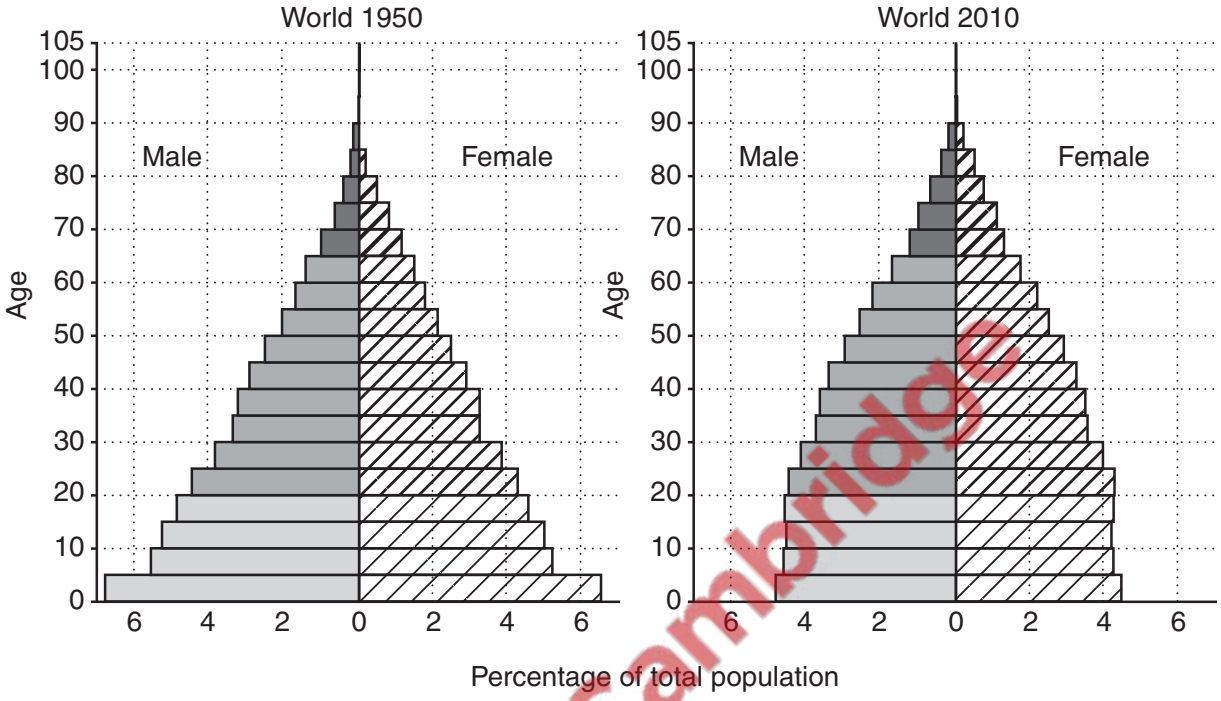
2

Section A: Theory and methods

1

Population by age groups and sex (percentage of total population)



Source A
Data found at:
http://esa.un.org/unpd/wpp/population-pyramids/population-pyramids_percentage.htm

(a) From the evidence in Source A, identify **two** trends in population growth since 1950. [2]

(b) Identify **two** methods that could be used to collect population data. [2]

(c) Using information from Source A, describe **two** reasons why quantitative data can be used to make generalisations. [4]

(d) Describe **two** strengths of using field experiments in sociological research. [4]

(e) Describe **two** strengths and **two** limitations of using primary data in sociological research. [8]

(f) Explain why quantitative research methods are thought to be more reliable than qualitative research methods. [10]

(g) To what extent should sociological research be scientific? [15]

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Section B: Culture, identity and socialisation

2 Gender identity is not only formed in early childhood during primary socialisation but also shaped by the peer group, school and work place.

(a) What is meant by 'identity'? [2]

(b) Describe **two** ways in which gender identity can be reinforced. [4]

(c) Explain how the peer group contributes to secondary socialisation. [6]

(d) Explain why inadequate socialisation can be a problem for society. [8]

(e) To what extent is human behaviour learned through the processes of socialisation? [15]

Section C: Social inequality

3 Gender is one form of social stratification where a person's status is ascribed, not achieved. Those who do not have high status or power in society may suffer from discrimination and poor life chances. Some feminists claim that patriarchy exists in most societies and this leads to discrimination against women.

(a) What is meant by 'achieved status'? [2]

(b) Describe **two** forms of social stratification other than gender. [4]

(c) Explain how people born with higher ascribed status can have better life chances than other social groups. [6]

(d) Explain why lack of power may lead to discrimination. [8]

(e) To what extent is patriarchy still a major feature of modern industrial society? [15]

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CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge Ordinary Level

MARK SCHEME for the May/June 2015 series

2251 SOCIOLOGY

2251/12 Paper 1, maximum raw mark 80

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 acce tability of alternative answers.

Mark schemes should be read in con unction with the question aper and the Principal Examiner Report for Teachers.

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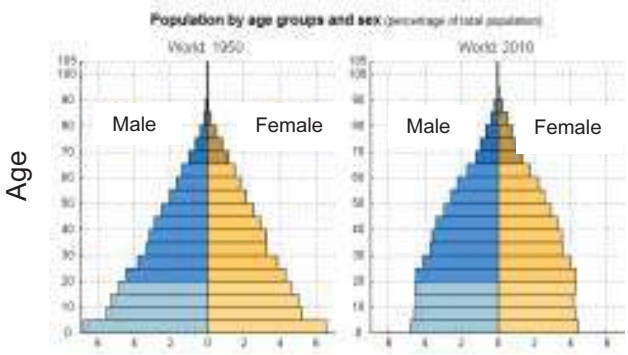
Page 2	Mark Scheme	Syllabus	Paper
	Cambridge O Level – May/June 2015	2251	12

Section A: Theory and method

1



Source A

Data found at:

http://esa.un.org/unpd/wpp/population-pyramids/population-pyramids_percentage.htm

(a) From the evidence in Source A, identify <u>two</u> trends in population growth since 1950. **[2]**

Candidates need to identify two clear **trends** credit should not be given for just copying figures from the source, but they may describe trends with reference to percentages within the data.

For example:

- Number of people living over 70 increasing
- % of population under 20 decreasing
- Ageing population
- People having fewer children/falling birth rate
- Females living longer
- Allow more males born than females
- Other reasonable response.

One mark for each trend correctly identified. (Up to a maximum of two.)

(b) Identify <u>two</u> methods that could be used to collect population data. **[2]**

- Questionnaire/survey//interview/census/counting figures from registers of births and/or deaths

Two marks for any two methods identified. (Up to a maximum of two.)

If candidate identifies two types of questionnaire/interview, credit both examples, (e.g. postal questionnaire and researcher administered questionnaire). Do not accept official statistics as it is not a method.

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(c) Using information from Source A, describe <u>two</u> reasons why quantitative data can be used to make generalisations. [4]

- Makes it easy to identify long term trends or patterns
- Large scale and numbers involved aid accurate generalisation
- Global coverage
- representative
- Make comparisons (age/gender) across time
- Any other reasonable response

Band 0
No creditworthy response.

Band 1 (1–2)
Answers at the bottom of the band will offer one reason without reference to Source A. Alternatively; answers may be vague or general with little sociological knowledge. Answers at the top end of the mark band may offer two reasons but without use of details in Source A.

Band 2 (3–4)
To reach this band candidates must make clear use of Source A. To reach the top of the band candidates will give two reasons with development and use of the data in Source A, e.g. *You can generalise from quantitative data because you can see trends, source A shows that the world population is aging as in 2010 there are more people over 80 than there were in 1950.*

(d) Describe <u>two</u> strengths of using field experiments in sociological research. [4]

Candidates will be expected to describe any of the following:

- Takes place in real social setting
- Not artificial
- More VALID
- Shows us how people behave in their natural surroundings
- May have fewer ethical problems
- Other reasonable response
- Allow covert observation so no Hawthorn effect

One mark for each strength correctly identified (up to a maximum of two).

One mark for each point that is developed (up to a maximum of two). For example, candidate might write: “Field experiments are more valid (1 identification mark), relative to quantitative methods which don’t have the same level of detail (1 development mark)

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(e) Describe <u>two</u> strengths and <u>two</u> limitations of using primary data in sociological research. **[8]**

Possible answers may include:

Strengths:

- Produced specifically for the researcher's purpose
- More representative as sample is selected by researcher
- More reliable than secondary data since researcher has greater control over data collection
- More valid than secondary data since researcher has greater control over data collection
- More relevant and up-to-date than some secondary data
- Other reasonable response.

Limitations:

- Expensive to produce
- Time consuming to collect
- Researcher may select data to support their own hypothesis/ researcher bias.
- May lack validity
- May still lack reliability and/or representativeness even though the researcher has produced the data themselves.
- Other reasonable response.

Four marks are available for strengths and four marks for limitations.

One mark for each strength correctly identified (up to a maximum of two).
One mark for each strength that is developed (up to a maximum of two).

One mark for each limitation correctly identified (up to a maximum of two).
One mark for each limitation that is developed (up to a maximum of two).

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(f) Explain why quantitative research methods are thought to be more reliable than qualitative research methods. [10]

Key to this question is that candidates understand both quantitative and reliable. Candidates who confuse quantitative and qualitative, reliable and valid are unlikely to score highly. Candidates may demonstrate an understanding that quantitative methods are favoured by positivists because this 'scientific method' is seen as more objective and systematic. These methods allow numerical data to be produced and trends to be identified. The research is easily replicated by others because data is often collected using standardised questions, which are easily coded and quantified. This makes replication easy and allows for accurate cross-checking of results.

Candidates may approach the question by discussing a particular quantitative method, e.g. questionnaires. If this is done well, candidates could potentially reach Band 3.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers at this level are likely to show limited understanding and be based on common sense or demonstrate little in the way of clear sociological knowledge or terminology, e.g. 'q*uantitative data is more reliable because it is in number form.'*

At the top of the band candidates may begin to use some appropriate knowledge or terminology. Candidates may only give one reason.

Band 2 (4–7)
At the bottom of the band, candidates demonstrate basic understanding of the issue and use some appropriate knowledge and terminology. Supporting explanation may be weak or over-simplistic, e.g. *'quantitative data is more reliable because the research is easily repeated'.* At the top of the band, candidates use appropriate knowledge and terminology but may not fully focus on the question. Candidates are likely to offer more than one reason, e.g. 'q*uantitative data is more reliable because the research produces lots of data which is easily turned into statistic. It is easy to repeat and is more scientific'.*

Band 3 (8–10)
The candidates' answer is fully focused on the question. There is evidence of good use of sociological terms and candidates may make clear reference to the concept of reliability and understand the link between this and the method used. At the top of the band, candidates should offer a range of reasons as well as demonstrate accurate use of sociological concepts. Candidates will be expected to demonstrate a good understanding of the links between methods chosen and reliability of the data.

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(g) To what extent should sociological research be scientific? [15]

The key to this question is understanding the classic debate between positivists and interpretivists about whether sociology can be scientific. Candidates may discuss that this is now a dated argument and that 'triangulation' is the favoured method. Candidates might also consider if 'science' itself needs to be defined/redefined.

Candidates might talk about:

For

- Sociology needs to establish social facts to be able to make generalisations about society.
- Researchers need to maintain objectivity in order to prevent their values influencing the research findings
- Positivists think that scientific methods should be used because society is an external reality constraining the individual
- Scientific research can be easily replicated and checked for accuracy
- Other reasonable arguments.

Against

- Interpretivists would argue that humans are not inanimate objects. They would say humans interact with their surroundings and the researcher, so scientific methods shouldn't be used.
- Science is not objective; researchers are influenced by their choice of research topic, method and funding.
- Methods like experiments may be unethical and so shouldn't be used.
- Subject may be manipulated by the researcher or vice versa.
- Interpretivists would argue that variables cannot be controlled and may not even be known.
- Other reasonable arguments.

Band 0
No creditworthy response.

Band 1 (1–4)
Answers in this band may be largely based on common sense showing limited or no knowledge of sociological terms or concepts. At the top of the band, candidates may make one or two general points about positivism, but they won't be well-linked to the question, e.g. *'sociology should be scientific because you need facts about society.'*

Band 2 (5–8)
In this band candidates may approach the question by describing some of the methods associated with scientific/quantitative research. There may be some basic discussion of the strengths and/or limitations of quantitative research. They may describe methods and their problems. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to assess whether sociological research should be scientific. At the top of the band, candidates may offer a description of more than one method or issue.

A one-sided answer cannot score higher than 8 marks.

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Band 3 (9–12)
Answers in this band will show good sociological knowledge and understanding of whether sociology should be scientific. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question.

Band 4 (13–15)
Answers in this band will be clearly focused on the question and address the 'extent' to which sociology should be scientific. Candidates show excellent grasp of sociological terms and knowledge. At the bottom of the band, candidates will offer a range of arguments both for and against the question but may not offer an evaluative conclusion. At the top of the band, there will also be an evaluative conclusion, e.g. *'positivists might aim to be scientific but they cannot hope to achieve the 'objectivity' of the natural sciences as the subject will always interact with the researcher.'*

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Section B: Culture, identity and socialisation

Gender identity is not only formed in early childhood during primary socialisation but also shaped by the peer group, school and work place. **[2]**

2 (a) What is meant by 'identity'?

How individuals see and define themselves and how other people see and define them.

One mark for partial definition, e.g. *how others see us.*
Two marks for clear definition, e.g. *how we see ourselves and how other people see and define us.*

(b) Describe <u>two</u> ways in which gender identity can be reinforced. **[4]**

Candidates will be expected to identify and describe two from the following:

- Canalisation
- Manipulation
- Coercion
- Sanctions
- Rewards
- Secondary socialisation e.g. peer pressure
- Primary socialisation
- Verbal appellation
- Role modelling in the media
- Hidden curriculum
- Other reasonable responses.

One mark for each point correctly identified (up to maximum of two).
One mark for each point that is developed (up to a maximum of two).

(c) Explain how the peer group contributes to secondary socialisation. **[6]**

Candidates need to demonstrate an understanding of the process of secondary socialisation in the peer group irrespective of age.

Possible answers:

- Anti-school sub-culture
- Youth sub-culture
- Need to fit in/conform/acceptance/ridicule/shunning/ostracism
- Peer pressure
- Examples of adult peer group influences, e.g. work place
- Any other reasonable response.

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Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of the role of the peer groups in secondary socialisation. Responses may be short and un/under developed. At the top of the band, there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points. Answers may be placed broadly within the concept of secondary socialisation in general.

Band 2 (4–6)
A clear and accurate explanation showing good sociological knowledge and understanding of the role of the peer group in secondary socialisation, which is supported by relevant examples. Sociological terms should be expected. At the top of the band candidates will use sociological terms and concepts, referring to a range of factors. Candidates will address the contribution of the peer group in secondary socialisation.

(d) Explain why inadequate socialisation can be a problem for society. [8]

Candidates should show awareness of the argument that inadequate socialisation can threaten the stability of society.

Possible answers:

- Dysfunctional for society
- Anomie
- Crime and deviance
- Encourages counter culture
- Feral children
- Encourages other social division, e.g. racism, homophobia, sexism
- Undermines value consensus
- Other reasonable responses.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of the problem of inadequate socialisation. There may be some discussion of socialisation but this may not be directed to the question. Responses may be short and undeveloped. Sociological terms and concepts are unlikely to be used. At the bottom of the band, expect one weak point. At the top of the band, candidates may offer more than one weak point.

Band 2 (4–6)
Answers in this band will show basic sociological knowledge and understanding. Responses may be underdeveloped and lacking in range. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Answers may focus on describing inadequate socialisation; this may include description of how inadequately socialised groups like feral children struggle to adapt, without any attempt to explain why this presents a problem for society, e.g. *'feral children are not socialised correctly and they are unable to do basic things like walk and talk so they don't fit in*.' At the top of the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed.

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Band 3 (7–8)
Answers in this band will show good sociological knowledge and understanding of how inadequate socialisation can be viewed as a problem and will be well developed and explained. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.

(e) To what is extent is human behaviour learned through the processes of socialisation? [15]

Candidates should show an awareness of the nature vs. nurture debate.

Possible answers:

For

- Relative nature of behaviour from society to society and across time
- Evidence of difference in gender role socialisation
- Feral children
- Agencies of socialisation
- Processes of socialisation
- Other reasonable responses.

Against:

- Instinct
- Mothering instinct
- Genetics and intelligence
- Other reasonable responses.

Band 0
No creditworthy response.

Band 1 (1–4)
Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Responses may be short, undeveloped and one-sided, e.g. *'sociologists believe that most human behaviour is learnt from our parents.'* At the bottom of the band, use of sociological terms or concepts is very unlikely. At the top of the band, candidates may understand the meaning of socialisation or be able to list the agencies of socialisation but have no understanding of the processes of socialisation.

Band 2 (5–8)
In this band candidates will show some basic knowledge of the debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may describe examples of primary or secondary socialisation, e.g. *'parents socialise their children into being male or female by the way they speak to them, dress them and treat them.'*

A one-sided answer cannot score higher than 8 marks.

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Band 3 (9–12)
Answers in this band will show good sociological knowledge and understanding of the nature vs. nurture debate. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question.

Band 4 (13–15)
Answers in this band will show an excellent knowledge and understanding of the nature vs. nurture debate. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided **and** balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion, e.g. *'human behaviour is learned to a large extent although humans may have some basics instincts the wide varieties of human behaviours observed across time and between different cultures strongly suggests most human behaviour is learnt.'*

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Section C: Social inequality

Gender is one form of social stratification where a person's status is ascribed not achieved. Those who do not have high status or power in society may suffer from discrimination and poor life chances. Some feminists claim that patriarchy exists in most societies and this leads to discrimination against women.

3 (a) What is meant by 'achieved status'? [2]

Position which is earned through a person's own efforts rather than inherited.
One mark for partial definition, e.g. *'the status you get from working hard.'*
Two marks for clear definition, e.g. '*the status you get through your own efforts rather than status you inherit from your family.'*

(b) Describe <u>two</u> forms of social stratification other than gender. [4]

Candidates will be expected to identify and describe two from the following:

- Age
- Class
- Wealth/income
- Ethnicity/race
- Religion/ theocracy
- Status
- Power
- Disability
- Caste
- Other reasonable responses.

One mark for each point correctly identified (up to maximum of two).
One mark for each point that is developed (up to a maximum of two).

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(c) Explain how people born with higher ascribed status can have better life chances than other social groups. [6]

Candidates need to demonstrate an understanding of both what ascribed status means and life chances. Candidates who confuse ascribed and achieved status are unlikely to score highly.

Possible answers:

- Better access to education including top universities
- 'old boys' network better access to higher status jobs
- Better access to health care/more advanced health care
- Access to political elite/ part of political classes
- Access to technology/ media/knowledge
- Better access to legal representation
- Any other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of the concept of ascribed status and life chances. Responses may be short and un/under developed. At the top of the band, there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points. Answers may be placed broadly within the concept of life chances in general.

Band 2 (4–6)
A clear and accurate explanation showing good sociological knowledge and understanding of the concepts of ascribed status and life chances which is supported by relevant examples. Sociological terms should be expected. At the top of the band candidates will use sociological terms and concepts, referring to a range of factors. Candidates will address how life chances are improved relative to other social groups.

(d) Explain why lack of power may lead to discrimination. [8]

Candidates should show an understanding of the concepts of power and discrimination. Power need not be political power it can also be economic power in capitalist society. The question is clearly not intended to be power as in electricity, as this is not a sociological concept, although a candidate who argued that lack of electricity resulted in poor life chances/discrimination would deserve some credit.

Possible answers:

- Media stereotypes
- Police labelling
- Lack of rights
- Patriarchal societies
- Lack of economic
- Lack of political power
- Being old, disabled, working class, ethnic minority
- Other reasonable responses

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Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of why lack of power may be linked to discrimination. There may be some discussion of discrimination but may not be directed to the question. Responses may be short and undeveloped. Sociological terms and concepts are unlikely to be used. At the top of the band, candidates may offer more than one weak point.

Band 2 (4–6)
Answers in this band will show basic sociological knowledge and understanding. Responses may be underdeveloped and lacking in range. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Answers may focus on describing discrimination; this may include description of causes of discrimination, without any attempt to explain why lack of power is significant, e.g. '*working class people may suffer discrimination because they lack the qualifications to get the best jobs.*' At the top of the band, candidates may begin to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed.

Band 3 (7–8)
Answers in this band will show good sociological knowledge and understanding of why lack of power may lead to discrimination and will be well-developed and explained. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.

(e) To what extent is patriarchy still a major feature of modern industrial society? [15]

Candidates will debate whether the influence of patriarchy has declined in modern industrial societies in recent times. There is a range of ways that candidates might address the question including looking at various feminist perspectives.

Possible reasons

For:

- Domestic violence
- Domestic division of labour
- Glass ceiling
- Gender inequality in employment
- Burden of child-care
- Inequality of education
- Gender inequality in access to positions of power
- Status and pay
- Other reasonable responses

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Against:

- Equality legislation
- Domestic role reversal
- Positive discrimination
- Equal opportunities
- Improvement in female educational achievement
- Gender role convergence
- More females in positions of power
- Other reasonable responses

Band 0
No creditworthy response.

Band 1 (1–4)
Answers in this band may be vague and largely based on common sense. Responses may be short, undeveloped and one-sided, e.g. *'women will always be disadvantaged because they have to have the children and have the main responsibility for caring for them.'* At the bottom of the band, use of sociological terms or concepts is very unlikely. At the top of the band, candidates may demonstrate limited knowledge of what is meant by patriarchy, e.g. men have more power than women.

Band 2 (5–8)
In this band candidates will show some basic knowledge of patriarchy, e.g. *'patriarchy is where the men dominate the women, make the decisions and hold all the power.'* Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may describe some features of patriarchal society, such as gender inequality in employment, domestic division of labour, domestic violence.

A one-sided answer cannot score higher than 8 marks.

Band 3 (9–12)
Answers in this band will show good sociological knowledge and understanding of patriarchy. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question.

Band 4 (13–15)
Answers in this band will show excellent knowledge and understanding of patriarchy. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion, e.g. *'radical feminists would argue that patriarchy remains a major feature, although other sociologists may claim that technology has begun to liberate women from the family and household.'*

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SOCIOLOGY **2251/13**

Paper 1 **May/June 2015**

2 hours (including 15 minutes' reading time)

No Additional Materials are required.

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READ THESE INSTRUCTIONS FIRST

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Answer Question 1 and **one** question from Sections **B** or **C**.
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Section A: Theory and methods

1 Source A

India Provisional Population Totals

Population			
	Persons	1,210,193,422	
	Males	623,724,248	
	Females	586,469,174	
Population growth 2001–2011		**Absolute**	**Percentage**
	Persons	181,455,986	17.64
	Males	91,501,158	17.19
	Females	89,954,828	18.12
Literates		**Absolute**	**Literacy rate**
	Persons	778,454,120	74.04
	Males	444,203,762	82.14
	Females	334,250,358	65.46

Adapted from Census of India 2011

(a) From the evidence in Source A, identify the gender with the lowest literacy rate and the gender with the highest percentage population growth. [2]

(b) Identify **two** methods that could be used to collect quantitative data. [2]

(c) Using information from Source A, describe **two** reasons why quantitative data may not be valid. [4]

(d) Describe **two** strengths of using a pilot study in sociological research. [4]

(e) Describe **two** strengths and **two** limitations of using quantitative data in sociological research. [8]

(f) Explain why interpretivists prefer to use qualitative data. [10]

(g) To what extent do official statistics fail to accurately measure what they set out to measure? [15]

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Section B: Culture, identity and socialisation

2 The world has many diverse cultures but within a culture there may be sub-cultures. These sub-cultures often have hidden rules which are not apparent to the outsider. Members of the sub-culture must conform to the group's rules, norms and values or they may face coercion.

(a) What is meant by the term 'coercion'? [2]

(b) Describe **two** ways in which culture can be transmitted from one generation to another. [4]

(c) Explain how coercion can be used to ensure social conformity. [6]

(d) Explain why sub-cultures are formed. [8]

(e) To what extent is the existence of sub-cultures evidence of non-conformity in society? [15]

Section C: Social inequality

3 Feminist sociologists maintain that despite equal opportunity laws women still face discrimination in society. There are too few women in top jobs because there is a glass ceiling which they are unable to break through. Some have suggested that women form a reserve army of labour.

(a) What is meant by the term 'glass ceiling'? [2]

(b) Describe **two** ways women may face discrimination in employment. [4]

(c) Explain how the reserve army of labour may benefit modern industrial society. [6]

(d) Explain why equal opportunity laws may not achieve equality in society. [8]

(e) To what extent is there a lack of opportunity for women in modern industrial society? [15]

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CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge Ordinary Level

MARK SCHEME for the May/June 2015 series

2251 SOCIOLOGY

2251/13 Paper 1, maximum raw mark 80

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2015 series for most Cambridge IGCSE®, Cambridge International A and AS Level components and some Cambridge O Level components.

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Section A: Theory and method

Source A

India Provisional Population Totals

Population			
	Persons	1,210,193,422	
	Males	623,724,248	
	Females	586,469,174	
Population growth 2001–2011		**Absolute**	**Percentage**
	Persons	181,455,986	**17.64**
	Males	91,501,158	17.19
	Females	89,954,828	18.12
Literates		**Absolute**	**Literacy rate**
	Persons	778,454,120	**74.04**
	Males	444,203,762	82.14
	Females	334,250,358	65.46

Adapted from Census of India 2011

1 (a) From the evidence in Source A, identify the gender with the lowest literacy rate and the gender with the highest percentage population growth. [2]

Lowest literacy: females (65.46)
Highest population growth: female (18.12)

One mark for each correctly identified. (Up to a maximum of two).

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(b) Identify <u>two</u> methods that could be used to collect quantitative data. [2]

Any two from:

- Postal questionnaires/questionnaire
- Social survey
- Telephone questionnaire
- Interview with closed questions/structured
- Census
- Official statistics
- Any other reasonable response

NB do not allow just interview.

Award one mark only for questionnaire, award two marks for two types of questionnaires.

One mark for each correct method of selection identified (up to a maximum of two).

(c) Using information from Source A, describe <u>two</u> reasons why quantitative data may not be valid. [4]

Candidates need to demonstrate an understanding that the size of the task creates logistical issues of collecting and collating returns which might impact on validity. This is in addition to all the issues with the methods used. Candidates might also, taking their cue from the source, identify poor literacy rates as a potential problem for the validity too. Due to low literacy rates, the census of India is carried out by officials asking householders questions which householders are legally obliged to answer truthfully.

Reasons include:

- Misinterpretation of question due to poor literacy rates or low levels of education
- Methodology used/training of researchers/researcher bias
- Respondents may be fearful of the official asking the question
- Time required to collate the information may mean it is inaccurate before it is finished
- Source material collated in 2011, therefore out of date
- Internal migration/homeless may mean some sections of the population are not identified in the data
- Errors in collating data
- Adapted source/manipulation of data
- Other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–2)
Answers at the bottom of the band will offer one reason without use of Source A. Alternatively; answers may be vague or general with little sociological knowledge. Answers at the top end of the mark band may offer two reasons but without use to Source A.

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Band 2 (3–4)
To reach this band, candidates must make use of Source A. If candidates identify two reasons with only one developed, award three marks. To reach the top of the band candidates will give two reasons, both developed and relating to the source.

(d) Describe <u>two</u> strengths of using a pilot study in sociological research. [2]

Candidates will be expected to identify any of the following:

- Allows method to be tested out on a small scale to check for unforeseen issues
- Questions can be tried out on a small group to see if they work and are clearly understood if not they can be rewritten
- Iron out methodological weaknesses before spending large amounts of money on full scale study
- Any other reasonable response.

One mark for each strength correctly identified (up to a maximum of two).

One mark for each point that is developed (up to a maximum of two).

(e) Describe <u>two</u> strengths and <u>two</u> limitations of using quantitative data in sociological research. [2]

Strengths

- Patterns and trends can be identified
- Makes it easy to establish social facts
- Generalisation is easier
- Data is generally representative
- Data is generally reliable
- Any other reasonable response.

Limitations

- Lacks validity
- Does not allow social meaning to be discovered
- Lacks depth/detail
- Any other reasonable response.

One mark for each strength correctly identified (up to a maximum of two) and one mark for description of each strength (up to a maximum of two).

One mark for each limitation correctly identified (up to a maximum of two) and one mark for description of each limitation (up to a maximum of two).

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(f) Explain why interpretivists prefer to use qualitative data. [10]

Candidates will be expected to show an understanding of the interpretivist argument that qualitative data is important to understand the meaning placed on their actions by social actors. They don't think that social facts exist but that meanings social actors place on social events and activities can be understood by using qualitative methods. Expect candidates to discuss various qualitative methods to illustrate why these are preferable to interpretivists.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers at this level are likely to show limited understanding and be based on common sense or demonstrate little in the way of clear sociological knowledge or terminology, e.g. *'interpretivists use qualitative methods so they can get a better understanding of how people feel*.' At the top of the band candidates may begin to use some appropriate knowledge or terminology. Candidates may only give one reason.

Band 2 (4–7)
At the bottom of the band, candidates demonstrate basic understanding of the issue and use some appropriate knowledge and terminology. Supporting explanation may be weak or over simplistic, e.g. *'interpretivists use qualitative methods because they want to put themselves in the position of the social actors.'*

At the top of the band, candidates use appropriate knowledge and terminology but may not fully focus on the question. Candidates are likely to offer more than one reason, e.g. *'interpretivists use qualitative methods because they need to understand the meanings social actors give to their lives so by observing their behaviour or even participating in their activities they may begin to understand it better.'*

Band 3 (8–10)
The candidates' answer is fully focused on the question, e.g. *'Interpretivists do not believe that social facts exist in the sense that positivist do. Rather they believe that social reality needs to be understood through the eyes of the social actors. They therefore seek to gain an in depth understanding of this by using qualitative methods*.' There is evidence of good use of sociological terms and candidates may make clear reference to relevant concepts, e.g. validity, and understand the link between this and the method used. At the top of the band, candidates should offer a range of reasons as well as demonstrate accurate use of sociological concepts.

(g) To what extent do official statistics fail to accurately measure what they set out to measure? [15]

Candidates should show a clear understanding of official statistics, i.e. numerical data collected and published by Governments (for example, crime or marriage statistics) and an awareness of the strengths and limitations of official statistics. They might usefully draw on knowledge and understanding from other parts of the syllabus, e.g. crime to support their answers or even the census of India from source A.

Candidates might talk about:

For

- Often large scale and therefore representative of the population they seek to study
- Carried out by experienced researchers
- Often have significant funding to ensure that collation and analysis are done accurately
- Any other reasonable response.

Against

- 'Iceberg theory', data that goes unreported/unrecorded, e.g. illegal immigration may mean that population data is inaccurate.
- Political interference/ government funding, i.e. findings are presented in a way that is acceptable to the body funding the research
- Fear of officials may mean respondents answer in the manner that they believe is expected
- Definitions of key terms used, e.g. unemployment
- Out of date, e.g. census can be up to ten years old
- Any other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–4)
Answers in this band may be largely based on common sense showing limited or no knowledge of sociological terms or concepts. Candidates are unlikely to understand official statistics as opposed to statistic on data in general, e.g. *'official statistic can be relied on because they are official figures and should be trusted.'*

Band 2 (5–8)
In this band candidates will tend to offer some basic discussion of the strengths and/or limitations of quantitative research. They may describe methods and their problems. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issue of validity/accuracy. At the top of the band, candidates may offer a description of more than one method or issue.

A one-sided answer cannot score higher than 8 marks.

Band 3 (9–12)
Answers in this band will show good sociological knowledge and understanding of the accuracy/validity of official statistics. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question.

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Band 4 (13–15)
Answers in this band will be clearly focused on the question and address the 'extent' of the accuracy/validity of official statistics. Candidates show excellent grasp of sociological terms and knowledge. At the bottom of the band, candidates will offer a range of arguments both for and against the question but may not offer an evaluative conclusion. At the top of the band, there will also be an evaluative conclusion, e.g. *'the extent to which official statistics accurately measure what they claim to depends to a great extent on the methodology and definitions used and the 'freedom' experienced by the researchers to carry out their research without political interference.'*

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Section B: Culture, identity and socialisation

The world has many diverse cultures but within a culture there may be sub-cultures. These sub-cultures often have hidden rules which are not apparent to the outsider. Members of the sub-culture must conform to the group's rules, norms and values or they may face coercion.

2 (a) What is meant by the term 'coercion'? [2]

Coercion:
Forcing people to act in a way that they may not wish to act by use of threat or intimidation. May include blackmail or actual violence such as torture in some cases.

One mark for partial definition, e.g. *where people have to do something because they are scared.*

Two marks for clear definition, e.g. *where people behave in a way that is against their wishes because they have been bullied or intimidated or they are afraid for their life or the lives of others.*

(b) Describe <u>two</u> ways in which culture can be transmitted from one generation to another. [4]

Candidates will be expected to identify and describe two from the following:

- Through primary socialisation
- Through secondary socialisation
- Through custom
- Through traditions/artefacts
- Through media and technology
- Through religious practices
- Through teaching and learning of language
- Through the activities of various agencies of socialisation, e.g. education, media, family
- Rites of passage
- Other reasonable responses.

One mark for each point correctly identified (up to maximum of two).
One mark for each point that is developed (up to a maximum of two).

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(c) Explain how coercion can be used to ensure social conformity. [6]

Candidates need to demonstrate an understanding of how agencies of socialisation/social control enforce the norms and values of society.

Possible answers:

- Formal sanctions (e.g. death penalty)
- Torture, political intimidation
- Informal sanctions (e.g. scolding, name-calling)
- School detentions
- Being 'grounded' by parents
- Threat of the 'sack' in work place
- Arrest and caution by police
- Ostracism by religious communities or peer group
- Any other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of the concepts of coercion/ social conformity. Responses may be short and un/under developed. At the top of the band, there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points. Answers may be placed broadly within the concept of coercion in general.

Band 2 (4–6)
A clear and accurate explanation showing good sociological knowledge and understanding of the concepts of coercion and social conformity, which is supported by relevant examples. Sociological terms should be expected. At the top of the band candidates will use sociological terms and concepts, referring to a range of factors. Candidates will address the issue of how conformity is maintained by coercion.

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(d) Explain why sub-cultures are formed. **[8]**

Candidates should show a clear understanding of sub-cultures, i.e. a smaller culture held by a group or minority of people within the main culture of a society, in some ways different from the main culture, but with many aspects in common.

They should also show an awareness of the circumstances in which a sub-culture is formed. Candidates are likely to draw on work about youth sub-cultures to answer this question.

Possible answers:

- People may want to rebel against the accepted norms and values of society
- Formed as a result of rapid social change
- Youth sub-culture; Lack of economic and social opportunities, status frustration, growing affluence, extended periods in education
- Creating the opportunity to succeed when normal routes are not available, e.g. criminal sub-culture/ working class sub-culture
- Religious/ethnic minority sub-cultures-based on common values and beliefs-may be linked to immigration, lack of economic opportunity, failure to assimilate with the main stream culture/sub-culture
- Influence of popular culture, including social media
- Hold on to/shape their own identity
- Other reasonable responses.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of why sub-cultures are formed. There may be some discussion of culture/sub-culture but this may not be directed to the question. Responses may be short and undeveloped. Sociological terms and concepts are unlikely to be used. At the bottom of the band, expect one weak point. At the top of the band, candidates may offer more than one weak point.

Band 2 (4–6)
Answers in this band will show basic sociological knowledge and understanding. Responses may be underdeveloped and lacking in range. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Answers may focus on describing sub-cultures; this may include description of examples like Mods and Rockers, without any attempt to explain why they developed, e.g. '*in Britain in the 1960s there were working class youth sub-cultures called the Mods and Rockers who rode mopeds or motorbikes and had some conflicts with each other*.' At the top of the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed.

Band 3 (7–8)
Answers in this band will show good sociological knowledge and understanding of why sub-cultures are formed and will be well developed and explained. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.

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(e) To what extent is the existence of sub-culture evidence of non-conformity in society?
[15]

Candidates should show an awareness of sub-cultures and that they may share values in common, like success, with the dominant culture. Candidates are likely to focus on youth sub-cultures but this is not strictly necessary.

Possible answers

For:

- Lack of assimilation
- Criminal sub-cultures
- Religious radicalisation
- Gang culture
- Rebellion/resistance
- Anti-authority
- Holding on to one's identity
- Other reasonable responses.

Against:

- Teenage Sub-cultures linked to consumerism
- Shared values like need to succeed (Cohen), respect and status
- Membership of a sub-culture may only be a phase for the individual
- Other reasonable responses.

Band 0
No creditworthy response.

Band 1 (1–4)
Answers in this band may be vague and largely based on common sense showing limited knowledge of why sub-cultures exist. Responses may be short, undeveloped and one-sided, e.g. *'sub-cultures show that some people are not prepared to follow the same rules as everyone else.'* At the bottom of the band, use of sociological terms or concepts is very unlikely. At the top of the band, candidates may understand the meaning of sub-cultures or give examples but have no understanding of how sub-cultures link to non-conformity.

Band 2 (5–8)
In this band candidates will show some basic knowledge of why sub-cultures exist. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may begin to describe some of the reasons why sub-cultures may be linked with non-conformity, e.g. *'sub-cultures are where people have a different set of norms and values to everyone else and don't want to fit in with everyone else because they are being rebellious.'*

A one-sided answer cannot score higher than 8 marks.

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Band 3 (9–12)
Answers in this band will show good sociological knowledge and understanding of the links between sub-cultures and non-conformity. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question.

Band 4 (13–15)
Answers in this band will show excellent knowledge and understanding of the links between sub-cultures and non-conformity. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided **and** balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion, e.g. *'sub-cultures are evidence of non-conformity to some extent because people hold some different set of norms and values but they may also share commonly held values like success'.*

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Section C: Social inequality

Feminist sociologists maintain that despite equal opportunity laws women still face discrimination in society. There are too few women in top jobs because there is a glass ceiling which they are unable to break through. Some have suggested that women form a reserve army of labour.

3 (a) What is meant by the term 'glass ceiling'? [2]

An invisible barrier that prevents women from rising to the top jobs, regardless of their qualifications or achievements. Can also be applied to other minorities.

One mark for partial definition, e.g. *a barrier that holds people back.*
Two marks for clear definition, e.g. *an invisible and unbreakable barrier that prevents people from reaching the top jobs.*

(b) Describe <u>two</u> ways women may face discrimination in employment. [4]

Candidates will be expected to identify and describe two from the following:

- Unequal pay
- Lack of opportunity/training
- Passed over for promotion
- Not shortlisted
- Lack of child care facilities
- Being held back due to career break
- May not be appointed because of cost of maternity leave to employer
- More likely to be made redundant
- More likely to have part-time work without the same rights/benefits as full-time workers
- Any other reasonable response

One mark for each point correctly identified (up to maximum of two).
One mark for each point that is developed (up to a maximum of two).

(c) Explain how the reserve army of labour may benefit modern industrial society. [6]

Candidates need to demonstrate an understanding of the concept of a reserve army of labour, i.e. surplus population of 'working age' who are either unemployed or under-employed. Candidates are likely to focus on women to answer this question but other groups like illegal immigrants working for below minimum wage, child labour or worldwide army of workers on less than $2 a day would also be valid.

Possible answers:

- By keeping wages low
- By keeping profits high
- Helps to maintain flexible workforce (keeps cost of goods and services low)
- Benefits western society who exploit the cheap labour of other parts of the world
- Benefits men in society (feminist arguments)
- Women return to home or part time work when not needed at no cost to society
- Children paid less, support their families but suppress wage levels
- Any other reasonable response.

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Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of the concept of reserve army of labour. Responses may be short and un/under developed. At the top of the band, there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points. Answers may be placed broadly within the concept of inequality in general.

Band 2 (4–6)
A clear and accurate explanation showing good sociological knowledge and understanding of the concept of the reserve army of labour which is supported by relevant examples. Sociological terms should be expected. At the top of the band candidates will use sociological terms and concepts, referring to a range of factors. Candidates will address how society benefits from this resource.

(d) Explain why equal opportunity laws may not achieve equality in society. [8]

Candidates should show awareness that legislation may be limited in its impact.

Possible answers:

- Cases of inequality are difficult to prove
- People may not be shortlisted for jobs
- Equal pay for equal work or similar work difficult to achieve as roles can be easily modified
- People may fear to bring case to law, e.g. they may worry that they may lose their job if they challenge their employer on equality legislation
- Legislation may prevent discrimination but prejudice may prevail, e.g. a young person may not be shortlisted for a job because of the perception that all young people lack motivation or skills
- Lack of enforcement/ nominal fines
- Prejudice linked to traditional values which make it the norm to disregard the law.
- Power of the elite
- Global companies may outsource work to where the legislation doesn't apply, so workers lose their jobs rather than benefit
- Other reasonable responses.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of why legislation may not be effective. There may be some discussion of equality legislation but may not be directed to the question. Responses may be short and undeveloped. Sociological terms and concepts are unlikely to be used. At the bottom of the band, expect one weak point. At the top of the band, candidates may offer more than one weak point.

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Band 2 (4–6)
Answers in this band will show basic sociological knowledge and understanding. Responses may be underdeveloped and lacking in range. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Answers may focus on describing equality legislation; this may include descriptions of equal pay, equal access for disabled etc., without any attempt to explain why they are not effective, e.g. '*in the UK the government has introduced legislation to prevent people from being forced to retire on the grounds of age so that the elderly are treated equally.'* At the top of the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed.

Band 3 (7–8)
Answers in this band will show good sociological knowledge and understanding of why legislation may not be effective and will be well developed and explained. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.

(e) To what extent is there a lack of opportunity for women in modern industrial society? [15]

Candidates should show an awareness that opportunities for women are better in some roles/jobs/sectors of the economy but that in other areas, e.g. politics, boardrooms, etc. opportunities still remain limited.

Possible answers

For

- Men dominate in top global companies
- Relatively few women in top political posts
- Women seen as main carer, therefore caring responsibilities hold them back because of, e.g. lack facilities for of childcare and care of the elderly
- Women concentrated in service sector/low paid jobs/feminisation of the working class
- Influence of custom and tradition
- Limited educational opportunities in some societies
- Feminist theories
- Glass ceiling/sexual discrimination/reserve army of labour
- Lack of equality in legislation
- Religious laws
- Other reasonable responses.

Against

- Women have increasing opportunity (e.g. statistics show more women in employment compared to previous years)
- More female top business / politicians than in past
- Have access to educational opportunities and are successful in achieving higher qualifications in some societies
- Increased availability of contraception
- Declining patriarchy in some societies
- More lifestyle choices
- Technological advances mean much of the work is now done by machines
- Other reasonable responses.

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Allow examples from a diverse range of societies.

Band 0
No creditworthy response.

Band 1 (1–4)
Answers in this band may be vague and largely based on common sense showing limited knowledge of the lack of opportunities for women. Responses may be short, undeveloped and one-sided, e.g. '*women don't have the opportunity to get to the top jobs because employers are biased towards men'.* At the bottom of the band, use of sociological terms or concepts is very unlikely. At the top of the band, candidates may understand what is meant by a 'lack of opportunity' without giving specific examples relating to the position of women and/or modern industrial society.

Band 2 (5–8)
In this band candidates will show some basic knowledge of the lack of opportunities for women in modern industrial society. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may begin to describe ways in which women experience lack of opportunity.

A one-sided answer cannot score higher than 8 marks.

Band 3 (9–12)
Answers in this band will show good sociological knowledge and understanding of whether there is a lack of opportunities for women in modern industrial society. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question.

Band 4 (13–15)
Answers in this band will show excellent knowledge and understanding of whether there is a lack of opportunities for women in modern industrial society. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided **and** balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion. For example: *'There is a lack of opportunity for women to some extent, women may have more opportunity in certain sectors of the economy or in public service, they may have greater opportunities in education than in the past and girls may even outperform boys in many examinations but men still dominate in a large number of top roles such as in the Anglican Church where female bishops are still not accepted in some countries.'*

Compulsory question 1 **[45]**

Optional questions 2 or 3 **[35]**

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Cambridge O Level

Cambridge International Examinations
Cambridge Ordinary Level

SOCIOLOGY **2251/12**

Paper 1 **October/November 2015**

2 hours (including 15 minutes' reading time)

No Additional Materials are required.

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READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Answer Question 1 and **one** question from Sections **B** or **C**.
The number of marks is given in brackets [ ] at the end of each question or part question.

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This document consists of **3** printed pages, **1** blank page and **1** insert.

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CAMBRIDGE International Examinations

Section A: Theory and methods

Answer Question 1.

1 Source A

The Glasgow media group's work focuses on developing methods of researching the media. In 'Bad News for Refugees' (2013) they describe part of their research:

'We spoke with seven journalists from the BBC and other news outlets, including tabloid and broadsheet newspapers. Their views were given in confidence. A journalist from one tabloid spoke of the demonisation (negative stereotyping) of asylum seekers, migrants and refugees and how they were consistently treated as a single negative group of people. Some journalists spoke of problems with the accuracy of stories. A journalist checked the facts in stories appearing in the tabloids. It was found that the immigration figures used exaggerated the number of migrants who were living in the United Kingdom.'

Adapted from **'Bad News for Refugees'** Philo, Greg; Briant, Emma; Donald, Pauline. (2013)

(a) From Source A, identify the research method being used by the Glasgow Media Group. [2]

(b) Identify **two** topics in the news, apart from refugees, that could be researched using content analysis. [2]

(c) Using information from Source A, describe **two** ways in which media content can be biased. [4]

(d) Describe **two** strengths of using media content in sociological research. [4]

(e) Describe **two** strengths and **two** limitations of using historical documents in sociological research. [8]

(f) Explain why ethical issues may be a problem when carrying out sociological research. [10]

(g) To what extent does research based on media content lack validity? [15]

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Answer **either** Question 2 **or** Question 3.

Section B: Culture, identity and socialisation

2 In some cultures childhood is regarded as a time of innocence when children should be protected. However, this view of childhood is not universal. 'Childhood' as an age group appears not to have existed in the past and in many parts of the modern world children as young as five years old take part in dangerous work. Sociologists have therefore concluded that 'childhood' is a social construction.

(a) What is meant by the term 'social construction'? [2]

(b) Describe **two** age groups apart from childhood. [4]

(c) Explain how experiences of old age differ between cultures. [6]

(d) Explain why childhood is viewed as 'a time of innocence' in some cultures. [8]

(e) To what extent is childhood a social construction? [15]

Section C: Social inequality

3 In the UK in 1999 the Macpherson report into the murder of black teenager Stephen Lawrence concluded that London's Metropolitan police force was guilty of 'institutional racism'.

(a) What is meant by the term 'institutional racism'? [2]

(b) Describe **two** ways in which young people may experience discrimination. [4]

(c) Explain how minority ethnic groups may experience prejudice. [6]

(d) Explain why majority groups can benefit from scapegoating minority groups. [8]

(e) To what extent is racism inevitable in all societies? [15]

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CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge Ordinary Level

MARK SCHEME for the October/November 2015 series

2251 SOCIOLOGY

2251/12 Paper 1, maximum raw mark 80

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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Cambridge is publishing the mark schemes for the October/November 2015 series for most Cambridge IGCSE®, Cambridge International A and AS Level components and some Cambridge O Level components.

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Section A: Theory and methods

Source A

The Glasgow media group's work focuses on developing methods of researching the media. In 'Bad News for Refugees' (2013) they describe part of their research:

> 'We spoke with seven journalists from the BBC and other news outlets, including tabloid and broadsheet newspapers. Their views were given in confidence. A journalist from one tabloid spoke of the demonisation (negative stereotyping) of asylum seekers, migrants and refugees and how they were consistently treated as a single negative group of people. Some journalists spoke of problems with the accuracy of stories. A journalist checked the facts in stories appearing in the tabloids. It was found that the immigration figures used exaggerated the number of migrants who were living in the United Kingdom.'

Adapted from **'Bad News for Refugees'** Philo et al., Pluto Press (2013).

1 (a) From Source A, identify the research method being used by the Glasgow Media Group. [2]

One mark for partial identification, *e.g. talking to journalists; asking questions*
Two marks for full identification any reference to interview irrespective of type as the source does not mention the word interview.

(b) Identify <u>two</u> topics in the news, apart from refugees, that could be researched using content analysis. [2]

- gender bias
- war
- racism
- ageism
- Islamophobia
- stereotyping
- xenophobia
- political bias
- anti-Semitism
- industrial relations
- migrants
- asylum seekers
- other reasonable response

One mark for each topic correctly identified (these can be drawn from source A) (up to a maximum of two).

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(c) Using information from Source A, describe <u>two</u> ways in which media content can be biased. **[4]**

Candidates need to recognise that in Source A the journalist recognised that stories on this topic lacked accuracy.

Possible responses:
- lacking accuracy
- bias language
- new values
- use of words interchangeably
- exaggerated figures/statistics
- negative stereotypes or 'demonisation'
- 'treated as a single negative group'
- exaggeration of number of migrants
- biased images

Band 0
No creditworthy response.

Band 1 (1–2)
Answers at the bottom of the band will offer one reason without reference to Source A. Alternatively; answers may be vague or general with little sociological knowledge. Answers at the top end of the mark band offer two reasons but without reference to Source A.

Band 2 (3–4)
To reach this band candidates must make reference to Source A. To reach the top of the band candidates will give two reasons both with reference to Source A.

N.B. use of any phrases/key words from Source A is sufficient reference, quotation marks are not necessary.

(d) Describe <u>two</u> strengths of using media content in sociological research. **[4]**

Candidates will be expected to describe any of the following:
- cheap
- readily available
- not time consuming to collect or access
- nay be representative of a variety of views within society
- up to date
- any other reasonable response.

One mark for each strength correctly identified (up to a maximum of two).
One mark for each point that is developed (up to a maximum of two).

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(e) Describe <u>two</u> strengths and <u>two</u> limitations of using historical documents in sociological research. **[8]**

Strengths:
- often cheap
- readily available
- only evidence available
- offer in depth understanding of norms and values
- may be valid and offer in-depth understanding in the case of diaries and other personal documents
- may be representative of certain groups e.g. literate classes, elites or intelligentsia
- not time consuming (if qualified)

Other reasonable response limitations:
- may be only representative of certain social groups
- may be out of date
- may be biased and subjective
- may lack reliability
- may lack validity
- not readily available (i.e. held in private collections or top secret government archives)
- time consuming (if qualified)
- costly (documents held in private collections; costly to access)
- any other reasonable response

One mark for each strength correctly identified (up to a maximum of two) and one mark for description of each strength (up to a maximum of two).

One mark for each limitation correctly identified (up to a maximum of two) and one mark for description of each limitation (up to a maximum of two).

(f) Explain why ethical issues may be a problem when carrying out sociological research. **[10]**

Candidates will be expected to show an awareness that as sociologist are researching human beings they have an obligation to do no harm to the subjects of their research and that this may produce a conflict between a need to achieve valid data and the interests of the subject.

Answers may include:
- It is not ethical to experiment on human beings if it would impact on their well-being therefore most experiments are difficult to set up
- Researchers must not lie to or mislead subjects so it may be difficult to get valid results, e.g. you must ask if the subject agrees to be part of the research but they are then aware they are being researched and could change their behaviour
- Researchers involved in covert observation may face the dilemmas of having to report illegal activity
- any other reasonable response

Band 0
No creditworthy response.

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Band 1 (1–3)
Answers at this level are likely to show limited understanding and be based on common sense or demonstrate little in the way of clear sociological knowledge or terminology, *e.g. sociologists don't use experiments because they may harm their subjects.* At the top of the band candidates may begin to use some appropriate knowledge or terminology. Candidates may only give one reason.

Band 2 (4–7)
At the bottom of the band, candidates demonstrate basic understanding of the issue and begin to use some appropriate knowledge and terminology. Supporting explanation may be weak or over simplistic, *e.g. sociologists don't use covert observation with criminal gangs because they may need to break the law which would be unethical.* At the top of the band, candidates use appropriate knowledge and terminology but may not fully focus on the question. Candidates are likely to offer more than one reason.

Band 3 (8–10)
The candidates' answer is fully focused on the question. To reach this level candidates must show an awareness of the potential conflict between ethics and research outcomes, *e.g. sociologist may not use certain research methods because it is extremely difficult to fulfil their ethical obligations .They may wish to research the impact of media violence by using experiments on the audience but if they believed it really did impact on the audience it would be unethical to expose the research subjects to media violence and would therefore have to seek another method.* There is evidence of good use of sociological terms and candidates may make clear reference to a range of ethical issues and understand the link between these and the methods discussed. At the top of the band, candidates should offer a range of reasons as well as demonstrate accurate use of sociological concepts.

(g) To what extent does research based on media content lack validity? [15]

Candidates should show an awareness of the reasons why media content may be biased but media content may be valid if it is bias you wish to detect.
Candidates could tackle the question from a predominantly methodological stance i.e. a critique of the method/methods used to collect media content.

Candidates might talk about:
For
- may reflect the bias of the owners
- may not suit the researchers purpose
- may be subject of researchers interpretation
- may not be objective
- may not be value free
- need to use triangulation
- may lack accuracy because it is collected at speed to meet deadlines
- any other reasonable response.

Against
- may reflect values of certain sections of society
- depends on type of media used
- user generated content may be more valid
- investigative media may get at the 'truth'
- any other reasonable response.

Band 0
No creditworthy response.

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Band 1 (1–4)
Answers in this band may be largely based on common sense showing limited or no knowledge of sociological terms or concepts. Candidates are unlikely to understand validity, *e.g. media content can't be trusted for sociological research because it may not be true.*

Band 2 (5–8)
In this band candidates will tend to offer some basic discussion of the strengths and/or limitations of research based on media content. They may describe the problems with media content. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issue of validity. At the top of the band, candidates may offer a description of more than one method or issue.

Band 3 (9–12)
Answers in this band will show good use of sociological language and will make some attempt at addressing the issue of validity but this may be weak or focus only on either agreement or disagreement with the question. At the bottom of the band, candidates may provide a good range of points but there might be a lack of focus on validity. At the top of the band, candidates are likely to show either strong agreement or disagreement with clear focus on the question but are unlikely to discuss both sides.

Band 4 (13–15)
Answers in this band will be clearly focused on the question and address the 'extent' of the validity of media content. Candidates will offer a range of arguments both for and against the question but this need not be balanced. They show excellent grasp of sociological terms and knowledge. At the top of the band there will also be an evaluative conclusion e.g. *whether media content is valid largely depends on what the researcher seeks to investigate.*

N.B. candidates who offer a 2 sided response should not be automatically placed in band 3. To be placed in band 3 their response must show at least one other element of a band 3 answer i.e. good knowledge, accurate and frequent use of terms and concepts, good range or well developed explanation.

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Section B: Culture, identity and socialisation

2 In some cultures childhood is regarded as a time of innocence when children should be protected. However, this view of childhood is not universal. 'Childhood' as an age group appears not to have existed in the past and in many parts of the modern world children as young as five years old take part in dangerous work. Sociologists have therefore concluded that 'childhood' is a social construction.

(a) What is meant by the term 'social construction'? [2]

The way something is created through the individual, social and cultural interpretations, perceptions and actions of people

One mark for partial definition, *e.g. something which is invented by society.*
Two marks for clear definition, *e.g. something that is created by society or the individual it does not mean the same at different times or in different places.*

(b) Describe two age groups apart from childhood. [4]

Candidates will be expected to identify and describe two from the following:

- adolescences
- teenager/young adult/youth
- middle age
- adult
- elderly/old
- infant/baby
- other reasonable response

N.B. do not allow two marks for groups that are broadly the same, i.e. infant and baby. An outline of the age range of a group is sufficient description, e.g. adults are those over the age of 18.

One mark for each agency identified (up to maximum of two).
One mark for each description (up to a maximum of two).

(c) Explain how experiences of old age differ between cultures. [6]

Candidates need to demonstrate an understanding that old age varies significantly. There are a wealth of different experiences that can be drawn on the expectation is that candidates will contrast between differences in rights, opportunities and expectations.

Possible answers:

- differences in status between traditional and MIS society
- grey power: growth of political and economic power of the elderly in modern industrial society
- changes to pensions, retirement age etc. in MIS
- impact of changes in health and life expectancy
- differences in role of family and wider kin in supporting the elderly
- changing roles of grandparents as child carers in MIS
- leisure time activities differ
- elderly looked after by family in some societies not others
- geriatricide in some countries, e.g. India
- Any other reasonable response.

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Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of the differences between experiences of old age. Responses may be short and un/under developed. At the top of the band, there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points. Answers may be placed broadly within the concept of old age in general.

Band 2 (4–6)
A clear and accurate explanation showing good sociological knowledge and understanding of the concept of relativity of the experience of old age which is supported by relevant examples. Sociological terms should be expected. At the top of the band candidates will use sociological terms and concepts, referring to a range of factors. Candidates will address how they differ.

(d) Explain why childhood is viewed as 'a time of innocence' in some cultures? [8]

Candidates should show awareness of the fact that in MIS legislation and the rights of the child mean that experiences of and expectations of childhood are very different from other parts of the world where childhood may be dominated by the impact of war or economic hardship. Candidates might also usefully argue that it is only a time of innocence for some children even in MIS

Possible answers:
- law protects young people
- must go to school by law so remain dependents
- idealised view not real for many children, e.g. young carers
- because it's a social construction
- MIS society is very child centred
- view may be linked to religious belief
- view of childhood is a media stereotype
- other reasonable responses.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of this view. There may be some discussion of childhood but may not be directed to the question. Responses may be short and undeveloped. Sociological terms and concepts are unlikely to be used. At the top of the band, candidates may offer more than one weak point.

Band 2 (4–6)
Answers in this band will show basic sociological knowledge and understanding. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Responses may be underdeveloped and lacking in range. Answers may focus on describing childhood; this may include description of different childhood experiences, without any attempt to explain why they represent an age of innocence, *e.g. childhood is a time when children play and go to school and have little responsibility*. At the top of the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed.

Band 3 (7–8)
Answers in this band will show good sociological knowledge and understanding of the view and will be well developed and explained. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.

(e) To what extent is childhood a social construction? [15]

Candidates should show an awareness of the fact that childhood as we know it has not always existed. The experience of childhood is very different in many parts of the world.

Possible answers:
For
- what is seen as childhood is relative to time and place
- children have less power and status in some societies
- laws vary on the age of sexual activity/age of majority etc.
- laws vary on rights of the child
- lack of power and status
- any other reasonable response.

Against
- childhood is a natural life stage
- clear biological differences between adults and children
- relative to social class not age, e.g. poor children more likely to have adult responsibilities
- other reasonable responses.

Band 0
No creditworthy response.

Band 1 (1–4)
Answers in this band may be vague and largely based on common sense showing limited knowledge of childhood as a social construction. Responses may be short, undeveloped and one-sided*, eg. childhood is a time when children are under the control of their family.* At the bottom of the band, use of sociological terms or concepts is very unlikely. At the top of the band, candidates may understand the term social construction but do not relate that to childhood.

Band 2 (5–8)
In this band candidates will show some basic knowledge of childhood as a social construct. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range*. E.g. childhood is a period between infancy and adolescence when children are highly dependent on adults.* Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may describe social construction of childhood.

A one-sided answer cannot score higher than 8 marks.

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Band 3 (9–12)
Answers in this band will show good sociological knowledge and understanding of childhood as a social construction. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question.

Band 4 (13–15)
Answers in this band will show an excellent knowledge and understanding of childhood as a social construction. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion, *e.g. Childhood is a social construction to a large extent, although there are biological differences between children and adults the age at which childhood ends often extended beyond the age that biological change is complete. The age at which children enter adult world varies considerably from society to society which suggests it is a social construction.*

N.B.candidates who offer a 2 sided response should not be automatically placed in band 3. To be placed in band 3 their response must show at least one other element of a band 3 answer i.e. good knowledge, accurate and frequent use of terms and concepts, good range or well developed explanation.

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Section C: Social inequality

3 In the UK in 1999 the Macpherson report into the murder of black teenager Stephen Lawrence concluded that London's Metropolitan police force was guilty of 'institutional racism'.

(a) What is meant by the term 'institutional racism'? [2]

Bias in attitudes or actions inherent in the operation of societies institutions. i.e schools, health care, police and justice, workplace.

One mark for partial definition defining racism e.g. *people are treated badly because of their race.*

Two marks for clear definition, *e.g. where members of an ethnic minority group are discriminated against by the state or other institutions because of their race. They may for example fail to gain justice or employment as a result of racial prejudice.*

(b) Describe <u>two</u> ways in which young people may experience discrimination. [4]

Possible responses include:
- scapegoating
- ageism
- negative portrayal by media
- being banned from certain public places
- prevented from gathering in large groups as it is assumed they will be involved in anti-social behaviour
- lack of access to benefits
- lack of access to employment
- on grounds of gender, social class, ethnicity, religion i.e. answers which relate young people's discrimination to other social characteristics.
- allow examples of positive discrimination
- Any other reasonable response.

N.B. do not credit legal restrictions designed to protect or safeguard young people as discrimination e.g. restrictions on working hours while still school age.

One mark for each example of discrimination identified (up to maximum of two).
One mark for each description (up to a maximum of two).

(c) Explain how minority ethnic groups may experience prejudice. [6]

Candidates need to demonstrate an understanding of what prejudice is: i.e. irrational generalisations about an entire group of people often against the evidence. Prejudice is experienced through the attitudes of the majority to the minority, including women, may lead to various prejudice which range from the subtle to the blatant and from positive to negative.

N.B. candidates may experience difficulty in distinguishing between prejudice and discrimination at this level and may use the terms interchangeably answers that do this should be based in band 1.

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Possible answers:
- targets of humour e.g. jokes
- suspicion and ostracism
- scapegoating e.g. unemployment is result of immigrants taking 'our' jobs
- segregation
- subordination
- negative stereotypes
- any other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of the concept of prejudice. Responses may be short and un/under developed. At the top of the band, there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points. Answers may be placed broadly within the concept of inequality and discrimination in general.

Band 2 (4–6)
A clear and accurate explanation showing good sociological knowledge and understanding of the concept of prejudice, which is supported by relevant examples. Sociological terms should be expected. At the top of the band candidates will use sociological terms and concepts, referring to a range of examples. Candidates will address the experience of prejudice.

(d) Explain why majority groups can benefit from scapegoating minority groups. [8]

Candidates should show awareness of what scapegoating is i.e. where people, usually with limited power are unfairly blamed for the problems of others. They also need to consider why a majority might find scapegoats useful.

Reward specific examples of scapegoats.

Possible answers:
- to divide and rule i.e. for political motives so the elite can control the workers
- to distract attention from more serious social and economic problems, e.g. single mothers and delinquency, folk devils, lazy and idle poor and unemployment etc.
- frustration easier for the relatively poor/ workers to blame those even weaker and powerless than themselves for problems rather than the elite/government, e.g. blaming low paid migrant workers for unemployment, lack of social housing, etc.
- blaming crime on criminals rather than underlying social and economic problems
- psychological explanations- feeling good about themselves by belittling members of a minority group
- other reasonable responses

Band 0
No creditworthy response.

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Band 1 (1–3)
Answers in this band will show only a limited awareness of why scapegoating occurs. There may be some discussion of discrimination against minority groups but may not be directed to the question. Responses may be short and undeveloped. Sociological terms and concepts are unlikely to be used. At the top of the band, candidates may offer more than one weak point.

Band 2 (4–6)
Answers in this band will show basic sociological knowledge and understanding. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Responses may be underdeveloped and lacking in range. Answers may focus on describing scapegoats; this may include description of well-known examples of scapegoats well, without any attempt to explain why they became scapegoats, *e.g. in the 1930s in Nazi Germany the Jews were used as scapegoats and blamed for Germany losing the First World War*. At the top of the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed.

Band 3 (7–8)
Answers in this band will show good sociological knowledge and understanding of the reasons scapegoats are created and will be well developed and explained. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.

(e) To what extent is racism inevitable in all societies? [15]

Candidates should show awareness that the extent of racism varies from society to society but that it tends to persist to some extent.

Possible answers:

For
- some prejudice is culturally embedded
- legislation doesn't work
- discrimination can be difficult to prove
- the more diverse societies become the more opportunity there is for prejudice and discrimination
- institutional racism may be very deeply embedded
- economic inequality
- discrimination is difficult to prove so it persists
- other reasonable responses.

Against
- anti-discrimination legislation
- may depend on the nature of the society and the level of integration
- multi-cultural education to increase understanding and tolerance
- there is evidence of less racism in some societies
- other reasonable responses.

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Band 0
No creditworthy response.

Band 1 (1–4)
Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Responses may be short, undeveloped and one-sided. At the bottom of the band, use of sociological terms or concepts is very unlikely, *e.g. people will always dislike others who are different from themselves so it is inevitable.* At the top of the band, candidates may understand what racism is.

Band 2 (5–8)
In this band candidates will show some basic knowledge of the extent of racism. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may describe evidence of racism, *e.g. sometimes black football player face abusive language from fans or 'monkey chants'*

A one-sided answer cannot score higher than 8 marks.

Band 3 (9–12)
Answers in this band will show good sociological knowledge and understanding of racism. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question.

Band 4 (13–15)
Answers in this band will show excellent knowledge and understanding of the nature of racism. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion, *e.g. to some extent it may be inevitable as racism can be so deeply imbedded in social institutions like the police that it is difficult to overcome, although education and anti-discrimination legislation may have some impact this may be limited.*

N.B. candidates who offer a 2 sided response should not be automatically placed in band 3. To be placed in band 3 their response must show at least one other element of a band 3 answer, i.e. good knowledge, accurate and frequent use of terms and concepts, good range or well developed explanation.

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Cambridge O Level

Cambridge International Examinations
Cambridge Ordinary Level

SOCIOLOGY **2251/13**

Paper 1 **October/November 2015**

2 hours (including 15 minutes' reading time)

No Additional Materials are required.

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READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Answer Question 1 and **one** question from Sections **B** or **C**.
The number of marks is given in brackets [ ] at the end of each question or part question.

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This document consists of **3** printed pages, **1** blank page and **1** insert.

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CAMBRIDGE International Examinations

Section A: Theory and methods

Answer Question 1.

1 Source A, 'Violence against Wives'

Can you remember what actually led up to the first time he hit you?

It's only now that I remember. It's just that we used to sit and quarrel and he'd end up attacking me. I used to feel that he was very jealous and I couldn't wear make-up or anything. That's how the arguments used to start. I hadn't even gone out, but I'd maybe feel like dressing up in my best clothes. Then he'd start hitting me.

And can you remember what happened the first time he hit you? Was it just a punch?

He just punched me under the chin. I was almost unconscious.

Adapted from: Dobash and Dobash 'Violence Against Wives' (1980)

(a) From the evidence in Source A, identify the research method being used. [2]

(b) Identify **two** problems a researcher may face in collecting qualitative data. [2]

(c) Using information from Source A, describe **two** reasons why the evidence shown may be high in validity. [4]

(d) Describe **two** strengths of using closed questions in sociological research. [4]

(e) Describe **two** strengths and **two** limitations of group interviews in sociological research. [8]

(f) Explain why positivists would not use qualitative methods. [10]

(g) To what extent may the presence of the researcher affect the people being studied? [15]

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Answer **either** Question 2 **or** Question 3.

Section B: Culture, identity and socialisation

2 Adolescence is a life stage which has become increasingly important in modern industrial society. Adolescents often have their own youth sub-cultures which appear not to conform to the norms and values of the rest of society.

(a) What is meant by the term 'adolescence'? [2]

(b) Describe **two** examples of a sub-culture. [4]

(c) Explain how western culture has influenced the lives of non-western youth. [6]

(d) Explain why youth sub-cultures may reject the norms and values of the wider society. [8]

(e) To what extent is the peer group the most important agency of secondary socialisation? [15]

Section C: Social inequality

3 All societies have systems of social stratification. Social stratification can be based on age. In modern industrial society young people and the elderly can experience discrimination as a result of age. Often they have to rely on government welfare payments and they may find themselves in a poverty trap.

(a) What is meant by the term 'social stratification'? [2]

(b) Describe **two** examples of social stratification apart from age. [4]

(c) Explain how government welfare payments may create a poverty trap. [6]

(d) Explain why young people may have lower status than other social groups. [8]

(e) To what extent do the elderly suffer discrimination due to their age? [15]

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CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge Ordinary Level

MARK SCHEME for the October/November 2015 series

2251 SOCIOLOGY

2251/13 Paper 1, maximum raw mark 80

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Section A: Theory and method

Source A, 'Violence against Wives'

Can you remember what actually led up to the first time he hit you?

It's only now that I remember. It's just that we used to sit and quarrel and he'd end up attacking me. I used to feel that he was very jealous and I couldn't wear make-up or anything. That's how the arguments used to start. I hadn't even gone out, but I'd maybe feel like dressing up in my best clothes. Then he'd start hitting me.

And can you remember what happened the first time he hit you? Was it just a punch?

He just punched me under the chin. I was almost unconscious.

Adapted from: Dobash and Dobash 'Violence Against Wives' (1980)

1 (a) From the evidence in Source A, identify the research method being used.

Unstructured or informal interview/semi-structured interview
Allow participant observation open ended questions

One mark for partial identification e.g. *the method used is interview.*
Two marks for full identification i.e. unstructured interview or identification with development e.g. *the method used is unstructured interview which is more like a conversation.*
N.B. *allow asking questions/conversation/talking for partial identification.* **[2]**

(b) Identify <u>two</u> problems a researcher may face in collecting qualitative data.

Any two from:

- Need to avoid bias
- Need to know how to frame questions so as to not lead interviewees
- Need to be aware of ethical standards
- Need to avoid contamination evidence
- Need to be objective
- Need to achieve value freedom
- Recording data
- Planning research
- Interviewer effect
- Reluctance to 'open up' to researcher
- Allow time consuming and expensive
- Other reasonable response.

One mark for each correct reason identified (up to a maximum of two). **[2]**

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(c) Using information from Source A, describe <u>two</u> reasons why the evidence shown may be high in validity.

Candidates need to demonstrate an understanding that respondents may have the opportunity to talk freely and express their personal opinions, they will be speaking in their own words, they will be able to seek clarification of questions, and researcher will have the opportunity to ask follow up questions this may result in the research being more valid.

Band 0
No creditworthy response.

Band 1 (1–2)
Answers at the bottom of the band will offer one reason without reference to Source A. Alternatively; answers may be vague or general with little sociological knowledge. Answers at the top end of the mark band may offer two reasons but without reference to Source A.

Band 2 (3–4)
To reach this band candidates must make reference to Source A. Candidates who only make implicit reference to source A should be placed at the bottom of the band. To reach the top of the band candidates will give two reasons with explicit reference to the Source A. **[4]**

(d) Describe <u>two</u> strengths of using closed questions in sociological research.

Candidates will be expected to describe any of the following:

- Easy to collate responses
- Easy to quantify
- Only a fixed number of responses available e.g. 'yes' or 'no' so they are quick to complete
- Easy to cover a large research population at relatively low cost
- Less researcher effect
- More generalisability
- Contributes to reliability
- Easier to understand
- Any other reasonable response.

One mark for each strength correctly identified (up to a maximum of two).
One mark for each point that is developed (up to a maximum of two). **[4]**

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(e) Describe <u>two</u> strengths and <u>two</u> limitations of group interviews in sociological research.

Strengths
- More informal
- More relaxed
- Researcher can gain insider view because of close relationship with subjects
- Gain insight that might be missed by quantitative methodology.
- Gain new insight into an issue
- Gain in-depth understanding
- Answers may stimulate other responses
- Less costly
- Any other reasonable response.

Limitations
- Poor reliability and validity because research is very subjective
- Impossible to replicate
- Can't usually generalise because the research is unique to a given situation
- Very time consuming to carry out as research must spend many hours building up trust and carrying out the work and therefore expensive
- Issues with researcher effect
- Ethical issues related to anonymity and confidentiality may impact on what can be published
- Respondents may 'play to the audience'
- Respondents may be led by the rest of the group
- They may not 'open up' to the researcher
- Any other reasonable response.

N.B. do not credit time consuming and expensive without development as all methods can be expensive and time consuming.

One mark for each strength correctly identified (up to a maximum of two) and one mark for description of each strength (up to a maximum of two).

One mark for each limitation correctly identified (up to a maximum of two) and one mark for description of each limitation (up to a maximum of two). **[8]**

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(f) Explain why positivists would not use qualitative methods.

Candidates will be expected to show an understanding of both positivist methodology and qualitative methods. Expect candidates to discuss the positivist view that sociology needs to be 'scientific'/objective and establish social facts that can then be used to generalise to the whole society. Therefore qualitative methods which positivists would claim produce subjective data that is often unique to a given social situation and cannot be replicated is no good for establishing social facts to generalise from.

Possible responses include:
- Positivists view sociology as scientific /objective so need quantitative methods
- They wish to establish social facts
- They need to generalise their findings
- Qualitative methods are subjective
- Qualitative research is not reliable
- Qualitative method can't be replicated easily
- Sample sizes would be too small
- Any other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers at this level are likely to show limited understanding and be based on common sense or demonstrate little in the way of clear sociological knowledge or terminology e.g. *positivist don't use qualitative methods because they are not scientific.* At the top of the band candidates may begin to use some appropriate knowledge or terminology. Candidates may only give one reason.

Band 2 (4–7)
At the bottom of the band, candidates demonstrate basic understanding of the issue and begin to use some appropriate knowledge and terminology. Supporting explanation may be weak or over simplistic, e.g. *positivist doesn't use qualitative methods because they are not scientific enough and cannot be used to produce quantitative data.* At the top of the band, candidates use appropriate knowledge and terminology but may not fully focus on the question. Candidates are likely to offer more than one reason e.g. *positivist don't use qualitative methods because they are not scientific enough and cannot be used to produce quantitative data from which they can make generalisations they are also not seen as reliable.*

Band 3 (8–10)
The candidates' answer is fully focused on the question. *e.g. to positivists qualitative methods lack the objectivity that is necessary to establish social facts. More importantly they cannot be used to make generalisations about the whole of society and are only valid in a single unique situation. They produce evidence that is neither replicable nor reliable and therefore do not meet the requirements of a 'scientific' study of society.* There is evidence of good use of sociological terms and candidates may make clear reference to positivist methodology and understand the link between this and the methods used. At the top of the band, candidates should offer a range of reasons as well as demonstrate accurate use of sociological concepts. **[10]**

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(g) To what extent may the presence of the researcher affect the people being studied?

Candidates should show awareness that all social research is open to bias. This might be during the research through researcher effect or interviewer bias or during the planning and analysis. The question is likely to be approached from the angle of whether researchers can be objective and value free.

Candidates might talk about:

For
- Problems of achieving objectivity
- Value freedom
- Researcher effect/Hawthorne
- Leading respondent
- Responding to body language/tone of voice/accent/personality
- Style of dress/behaviour of researcher
- Status /class of researcher
- Age/gender of researcher
- Manipulation of respondent
- Choice of research aim
- Methods interview/observation
- Any other reasonable response.

Against
- Scientific methods appropriate to reducing bias and subjectivity
- Covert research/use of CCTV/cameras
- Using online surveys/postal questionnaires/secondary data
- Objectivity
- Structured interviews
- Closed questions
- Individuals behave naturally once trust is established
- Any other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–4)
Answers in this band may be largely based on common sense showing limited or no knowledge of sociological terms or concepts. Candidates are unlikely to understand the issue of respondents being manipulated by researchers. e.g. *respondents always say what the researcher wants because they want to make the researcher happy.*

Band 2 (5–8)
In this band candidates will tend to offer some basic discussion of researcher effect. They may describe methods and their problems. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issue of effect. At the top of the band, candidates may offer a description of more than one method or issue.

A one-sided answer cannot score higher than 8 marks.

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Band 3 (9–12)
Answers in this band will show good use of sociological language and will make some attempt at addressing the issue of the researchers influence on the respondent but this may be weak or focus only on either agreement or disagreement with the question. At the bottom of the band, candidates may provide a good range of points but there might be a lack of focus on the issue. At the top of the band, candidates are likely to show either strong agreement or disagreement with clear focus on the question but are unlikely to discuss both sides.

Band 4 (13–15)
Answers in this band will be clearly focused on the question and address the 'extent' of the researcher's impact on the respondent. Candidates will offer a range of arguments both for and against the question but this need not be balanced. They show excellent grasp of sociological terms and knowledge. At the top of the band there will also be an evaluative conclusion e.g. *as human beings interact with each other and the researchers/respondents values will influence their behaviour towards each other it is almost impossible for the researcher to be objective and not influence the respondent where there is any face to face contact Therefore the respondent will always be influenced by the researcher unless the researcher avoids interaction with the people being studied.* **[15]**

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Section B: Culture, identity and socialisation

Adolescence is a life stage which has become increasingly important in modern industrial society. Adolescents often have their own youth sub-cultures which appear not to conform to the norms and values of the rest of society.

2 (a) What is meant by the term 'adolescence'?

Socially constructed life stage between childhood and adulthood characterised by transition from dependence to independence.

One mark for partial definition e.g. it *means you are a teenager not quite an adult*
Two marks for clear definition e.g. *adolescence is the transition stage between childhood and adulthood when young people begin to have more independence.* **[2]**

(b) Describe <u>two</u> examples of a sub-culture.

Candidates will be expected to identify and describe two from the following:
- Youth sub-cultures including specific examples mods, rockers, Goths, etc. (credit local examples)
- Religious sub-cultures e.g. Rastafarians
- Class sub-cultures e.g. working class sub-culture
- Gender sub-culture e.g. bedroom sub-culture
- Ethnic minority sub-cultures
- Criminal sub-culture/gangs e.g. Skinheads
- Any other reasonable response.

N.B. two separate examples from the same type of sub-culture can be credited e.g. Goths and skinheads

One mark for each sub-culture identified (up to maximum of two).
One mark for each description (up to a maximum of two). **[4]**

(c) Explain how western culture has influenced the lives of non-western youth.

Candidates need to demonstrate an understanding of globalisation and the development of global culture through international brands, markets and mass media.

Possible answers:
- Globalisation
- 'McDonaldisation'
- Media impact western film, music, internet
- Conflict between traditional and western culture
- Creation of sub-cultures and conflict with older generations
- Western style education system
- Any other reasonable response.

Band 0
No creditworthy response.

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Band 1 (1–3)
Answers in this band will show only a limited awareness of the concept of youth culture and global culture. Responses may be short and un/under developed. At the top of the band, there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points. Answers may be placed broadly within the concept of globalisation in general.

Band 2 (4–6)
A clear and accurate explanation showing good sociological knowledge and understanding of the concept of youth culture and global culture which is supported by relevant examples. Sociological terms should be expected. At the top of the band candidates will use sociological terms and concepts, referring to a range of factors. Candidates will address the impact of western culture on non-western youth. **[6]**

(d) Explain why youth sub-cultures may reject the norms and values of the wider society.

Candidates should show awareness of how sub-cultures develop and their impact on social change. Candidates should show understanding of norms and values, issues of conformity and non-conformity, consensus and conflict.

Possible answers:
- Status frustration
- Rebellion
- Autonomy
- Non-conformity
- Lack of power
- Sense of belonging
- Self-esteem
- Other reasonable responses.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of why youth may not share the same values as adults. There may be some discussion of youth sub-culture or norms and values but this may not be directed to the question. Responses may be short and undeveloped. Sociological terms and concepts are unlikely to be used. At the top of the band, candidates may offer more than one weak point.

Band 2 (4–6)
Answers in this band will show basic sociological knowledge and understanding. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Responses may be underdeveloped and lacking in range. Answers may focus on describing youth sub-culture or norms and values; this may include description of some the values of youth sub-cultures, without any attempt to explain why youth may hold different values to adults e.g. *youth may place value risk taking as part of their culture*. At the top of the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed.

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Band 3 (7–8)
Answers in this band will show good sociological knowledge and understanding of why youth may challenge main stream values and will be well developed and explained. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout. **[8]**

(e) To what extent is the peer group the most important agency of secondary socialisation?

Candidates should show an awareness of the role of the peer group as an agency of secondary socialisation and its impact relative to other agencies like the media or increasingly the social media. Candidates will need to engage with discussion of other agencies of socialisation alongside discussion of the peer group. Candidates might usefully consider the extent to which media and social media may influence peer group behaviour. .

Possible answers

For
- Need to belong to group
- Need to conform
- Social pressure teasing, bullying, ostracism
- Other reasonable response

Against
Influence of:
- education
- Media
- Religion
- Work place
- Way of easing transition to being independent
- Other reasonable response

Band 0
No creditworthy response.

Band 1 (1–4)
Answers in this band may be vague and largely based on common sense showing limited knowledge of secondary socialisation. Responses may be short, undeveloped and one-sided. e.g. *peer group is the most important agency of secondary socialisation because young people always want to be with their friends.* At the bottom of the band, use of sociological terms or concepts is very unlikely. At the top of the band, candidates may understand what agency secondary socialisation means.

Band 2 (5–8)
In this band candidates will show some basic knowledge of the process of secondary socialisation. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may describe secondary socialisation in the peer group.

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A one-sided answer cannot score higher than 8 marks.

Band 3 (9–12)
Answers in this band will show good sociological knowledge and understanding of the impact of the peer group as an agency of secondary socialisation. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question*, e.g. the peer group may become more important as young people research adolescence and enter a phase of rebellion against the values of their parents.*

Band 4 (13–15)
Answers in this band will show an excellent knowledge and understanding of the processes of secondary socialisation. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion, e.g*. the peer group is an important agency of secondary socialisation but its influence may not be as important as the media or social media.* **[15]**

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Section C: Social inequality

All societies have systems of social stratification. Social stratification can be based on age. In modern industrial society young people and the elderly can experience discrimination as a result of age. Often they have to rely on government welfare payments and they may find themselves in a poverty trap.

3 (a) What is meant by the term 'social stratification'?

Classification of people into groups or hierarchies based on certain shared characteristics, e.g. wealth, gender, ethnicity, age, caste.

One mark for partial definition e.g. *what class people are in.*
Two marks for clear definition e.g. *placing people into groups or hierarchies based on common characteristics like their market situation.* **[2]**

(b) Describe <u>two</u> examples of social stratification apart from age.

Candidates will be expected to identify and describe two from the following:
- Market situation
- Wealth
- Hereditary
- Caste
- Slavery
- Class
- Gender
- Ethnicity
- Other reasonable response.

One mark for each agency identified (up to maximum of two).
One mark for each description (up to a maximum of two). **[4]**

(c) Explain how government welfare payments may create a poverty trap.

Candidates need to demonstrate an understanding of the term poverty trap. They also need to show an awareness of the idea that poverty is not always the fault of the poor and the reasons why it may be very difficult to escape poverty. They could` also usefully engage in the debate about dependency culture.

Possible answers:
- Welfare dependency
- Attitudes and beliefs of the poor that there is no point looking for work
- Belief that is no point gaining qualifications if you can benefit which is nearly as much as the wage you receive
- Level of minimum wage no higher than benefit – not worth going out to work
- Childcare too expensive to go out to work
- Benefit levels too low to allow people to seek work or qualifications e.g. not being able to afford the bus fare to get to the job interview
- Benefits not high enough to take people out of poverty
- Any other reasonable response.

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Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of the concept of the poverty trap or the role of the welfare state. Responses may be short and un/underdeveloped. At the top of the band, there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points. Answers may be placed broadly within the concept of poverty in general.

Band 2 (4–6)
A clear and accurate explanation showing good sociological knowledge and understanding of the concept of a poverty trap which is supported by relevant examples. Sociological terms should be expected. At the top of the band candidates will use sociological terms and concepts, referring to a range of factors. Candidates will address the impact of Welfare States in relieving poverty. **[6]**

(d) Explain why young people may have lower status than other social groups.

Candidates should show awareness that in some societies young people lack power, in the capitalism system this is due to their economic position or their dependency on others.

Possible answers:
- Youth are dependent on their parents
- Older people have more political power
- In tribal groups the elders have higher status because of their experience
- Media stereotypes young people and this stigmatises them with low status
- Laws may prevent them from having independence thus leading to low status
- Domestic roles may be allocated by age and the roles of the young may lack status
- ageism
- Religious rites and obligations may leave the young with low status until they have achieved certain rites of passage.
- As status is often linked to occupation youth lack status because they are either unemployed or under-employed
- High status linked to high income youth can have low incomes
- Other reasonable responses.

N.B. answers which take young people to mean children are acceptable.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of factors that impact on the status of young. Responses may be short and undeveloped. Sociological terms and concepts are unlikely to be used. At the bottom of the band, expect one weak point. At the top of the band, candidates may offer more than one weak point.

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Band 2 (4–6)
Answers in this band will show basic sociological knowledge and understanding. Responses may be underdeveloped and lacking in range. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately e.g. *when you are young you may have to rely on your parents and this may mean you don't have any independence.* At the top of the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed.

Band 3 (7–8)
Answers in this band will show good sociological knowledge and understanding of why young people may have lower status. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout. **[8]**

(e) To what extent do the elderly suffer discrimination due to their age?

Candidates should show an awareness of discrimination that is based on age but also that not all older people will experience discrimination. Discrimination may also be relative to other factors like, wealth, social class, gender etc., not just age.

Possible answers
For
- Ageism
- Lack of status especially in western societies
- Lack of economic power
- Negative media representation/stereotypes
- Status is linked to employment which is lots when a person retires
- Refusal of medical treatment on grounds of age
- Other reasonable responses.

Against
- Political power in some societies is in the hands of the elderly
- Grey power: politicians need older people's votes this becomes more important with changing demographics and aging population in some
- Legislation to prevent age discrimination
- Traditional higher status linked to wisdom
- Security in old age due to good pensions and assets
- Some employers increasingly see a financial benefit in employing older workers
- Positive discrimination in favour of older workers
- Other factors like gender, ethnicity, social class may be more important
- More pressures groups are being formed for the elder demographic group
- Positive discrimination
- Other reasonable responses.

Band 0
No creditworthy response.

Band 1 (1–4)
Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Responses may be short, undeveloped and one-sided e.g. *old people are discriminated against because they are forced out of their jobs when they get old.* At the bottom of the band, use of sociological terms or concepts is very unlikely. At the top of

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the band, candidates may understand that discrimination results from lack of status *e.g. old people suffer discrimination because they are no longer respected.*
Band 2 (5–8)
In this band candidates will show some basic knowledge of age discrimination. the debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may describe age discrimination e.g*. old people suffer ageism because when they need expensive medicines they are not given them because they are too old.*

A one-sided answer cannot score higher than 8 marks.

Band 3 (9–12)
Answers in this band will show good sociological knowledge and understanding of age discrimination. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question.

Band 4 (13–15)
Answers in this band will show an excellent knowledge and understanding of age discrimination. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion, e.g. *discrimination based on age is worse in modern industrial societies where a person's status is based on their economic position so to some extent this is true however in more traditional societies older people are still respected for their wisdom.*

[15]

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Cambridge O Level

Cambridge International Examinations
Cambridge Ordinary Level

SOCIOLOGY **2251/12**

Paper 1 **May/June 2016**

2 hours (including 15 minutes' reading time)

No Additional Materials are required.

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READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Answer Question 1 and **either** Question 2 **or** Question 3.
The number of marks is given in brackets [ ] at the end of each question or part question.

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This document consists of **3** printed pages, **1** blank page and **1** insert.

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CAMBRIDGE International Examinations

Section A: Theory and methods

Answer Question 1.

1 Source A

Rosenthal and Jacobson 'Pygmalion in the Classroom' (1968)

Rosenthal and Jacobson designed an experiment to test the hypothesis that teachers' expectations of their pupils' ability creates a self-fulfilling prophecy.

They selected a random sample of 20% of primary school pupils in California. The researchers then gave these pupils an IQ test. Their teachers were given false test results, where pupils with high scores were selected at random. These were not necessarily the pupils with the highest IQ scores.

The pupils were then given a second IQ test eight months later. Those pupils with a high score in the false test had made the greatest gains in IQ.

The results of the experiment appeared to support Rosenthal and Jacobson's hypothesis that the way teachers interact with pupils with higher IQ scores encouraged those pupils to do better in school.

(a) Identify **two** reasons why researchers might use a random sample. [2]

(b) Identify **two** methods that might be used to research classroom behaviour. [2]

(c) Using information from Source A, describe **two** ways in which field experiments might be unethical. [4]

(d) Describe **two** reasons for using a hypothesis in sociological research. [4]

(e) Describe **two** strengths and **two** limitations of using the structuralist approach in sociological research. [8]

(f) Explain why research using one method may not be accurate. [10]

(g) To what extent does bias impact on the validity of field experiments? [15]

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Answer **either** Question 2 **or** Question 3.

Section B: Culture, identity and socialisation

2 In 1981 Anne Oakley conducted a study into socialisation in the family. She found children were being taught how to be males and females. Parents used both manipulation and canalisation to help children learn their gender identity.

(a) What is meant by the term 'canalisation'? [2]

(b) Describe **two** examples of manipulation. [4]

(c) Explain how agencies of socialisation, apart from the family, help to develop gender identity. [6]

(d) Explain why the family is viewed by many sociologists as the most important agency of socialisation. [8]

(e) To what extent is a person's status ascribed at birth? [15]

Section C: Social inequality

3 The concept of the underclass is used in everyday speech to describe people living at the margins of society who rely on state benefits to make ends meet. However, the concept has been rejected by many sociologists such as Charles Murray. They have focused on the cultural deviancies of the so-called underclass, blaming them for their situation.

(a) What is meant by the term 'underclass'? [2]

(b) Describe **two** forms of social stratification, apart from social class. [4]

(c) Explain how social class might affect a person's life chances. [6]

(d) Explain why it is believed the underclass are to blame for their own situation. [8]

(e) To what extent is wealth the main cause of inequality? [15]

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Cambridge International Examinations
Cambridge Ordinary Level

SOCIOLOGY **2251/12**

Paper 1 **May/June 2016**

MARK SCHEME

Maximum Mark: 80

Published

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2016 series for most Cambridge IGCSE®, Cambridge International A and AS Level components and some Cambridge O Level components.

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Section A: Theory and methods

1 Source A

Rosenthal and Jacobson 'Pygmalion in the Classroom' (1968)

Rosenthal and Jacobson designed an experiment to test the hypothesis that teachers' expectations of their pupils' ability creates a self-fulfilling prophecy.

They selected a random sample of 20% of primary school pupils in California. The researchers then gave these pupils an IQ test. Their teachers were given false test results, where pupils with high scores were selected at random. These were not necessarily the pupils with the highest IQ scores.

The pupils were then given a second IQ test eight months later. Those pupils with a high score in the false test had made the greatest gains in IQ.

The results of the experiment appeared to support Rosenthal and Jacobson's hypothesis that the way teachers interact with pupils with higher IQ scores encouraged those pupils to do better in school.

(a) Identify <u>two</u> reasons why researchers might use a random sample. [2]

Note: There is no requirement for candidates to use the source to answer this question.

<u>Possible answers include:</u>

- To avoid researcher bias
- More objective
- More representative
- Simpler to carry out and construct and therefore may be less expensive
- Equal chance of being selected
- Any other reasonable response.

Note: Do not allow easier or cost and time without qualification.
One mark for each correct reason identified (up to a maximum of two).

(b) Identify <u>two</u> methods that might be used to research classroom behaviour. [2]

<u>Any two from:</u>

- Observation – any form, two different types do qualify
- Interviews – any form, two different types do qualify
- Questionnaires/social surveys
- Case studies
- Field study
- Longitudinal study
- Any other reasonable response.

One mark for each correct method identified (up to a maximum of two).

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(c) Using information from Source A, describe <u>two</u> ways in which field experiments might be unethical. [4]

Candidates need to recognise that ethical guidelines suggest that researchers should cause no harm to participants either physically or mentally and that participants should not be deceived. In this case the teachers were deceived and the experiment could be seen as detrimental to the education of those not identified with high IQ.

<u>Possible answers might include:</u>

- Not getting consent
- Not being informed
- Deception/lied to
- Lack of dignity (for students with low IQ)
- Detriment i.e. lower achievement
- Any other reasonable answer

Band 0

No creditworthy response.

Band 1 (1–2)

Answers at the bottom of the band will offer one reason without reference to Source A. Alternatively; answers may be vague or general with little sociological knowledge. Answers at the top end of the mark band may offer two reasons but without reference to Source A. *e.g. It's not fair to lie to people.*

Band 2 (3–4)

To reach this band candidates <u>must</u> make reference to Source A. At the bottom of the band the use of source A will be implicit, whereas at the top of the band reference to source A would be explicit, i.e. at least one reference should be explicitly from the source to get 4 marks. e.g. *Source A says 'Their teachers were given false test results' this is unethical because the participants were deceived it is also unethical because the research may have disadvantaged some pupils by changing the way the teachers taught them.*

(d) Describe <u>two</u> reasons for using a hypothesis in sociological research. [4]

Candidates will be expected to describe any of the following:

- Helps guide the research e.g. selecting relevant secondary data to find out what is already known.
- Helps direct the nature of the research method e.g. select sample/method
- Ensure that time, money and resources are not wasted
- Suits positivist aims – falsification establishment of social 'facts'
- Any other reasonable response.

One mark for each reason correctly identified (up to a maximum of two).
One mark for each point that is developed (up to a maximum of two).

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(e) Describe <u>two</u> strengths and <u>two</u> limitations of using the structuralist approach in sociological research. [8]

Structuralist approaches are the macro sociological approaches. Candidates can answer the question with reference to just one or a number of these approaches.

<u>Strengths:</u>

- Usually large samples therefore often more representative
- Research using structuralist approaches is usually carried out by experienced researchers, because of the scale, therefore it is more reliable
- Research is conducted using methods in the positivist tradition so is more reliable
- Allows for the identification of social patterns and trends
- Allows for the identification of correlations between trends
- Allows for the understanding of social structures and how society is organised identify trends
- Any other reasonable response.

<u>Limitations:</u>

- Structuralist approach may lack validity
- Social reality is subjective
- Human behaviour has to be measured in terms of the self-concept or individual perceptions
- Social reality doesn't exist as a separate entity so separate correlations won't exist
- Social structures are fluid and therefore can't be used to understand human behaviour
- Large scale research may fail to understand the nature of social interaction
- Structuralist approaches like Functionalism are teleological i.e. they treat effects as causes
- Cost of large sample
- Any other reasonable response.

One mark for each strength correctly identified (up to a maximum of two) and one mark for description of each strength (up to a maximum of two).
One mark for each limitation correctly identified (up to a maximum of two) and one mark for description of each limitation (up to a maximum of two).

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(f) Explain why research using one method may not be accurate. [10]

Candidates will be expected to show an awareness that all research methods have their limitations and that it is generally accepted that research should be constructed in such a way as to avoid the pitfalls of anyone single method. Expect candidates to talk about triangulation.

Possible answers include:

- Observation – Hawthorne effect
- Surveys – bias, non-return, unrepresentative
- Interviews – bias, leading questions, interviewer effect etc.
- Secondary data – political bias, made for other purposes, out of date
- Positivist v interpretivist, validity v reliability
- Use of triangulation to make research valid
- Any other reasonable response.

Band 0

No creditworthy response.

Band 1 (1–3)

Answers at this level are likely to show limited understanding and be based on common sense or demonstrate little in the way of clear sociological knowledge or terminology. At the bottom of the band candidates may make only one brief over simplistic point *e.g. Because the research won't find everything they need to know.* At the top of the band candidates may begin to use some appropriate knowledge or terminology. Candidates may only give one reason, e.g. *Researchers don't use just one method because their results might be biased.*

Band 2 (4–7)

At the bottom of the band, candidates demonstrate basic understanding of the issue and begin to use some appropriate knowledge and terminology. Supporting explanation may be weak or over simplistic. e.g. *If sociologist only use one method they may not get good results if they just use questionnaires their data may not be valid because people can lie.* At the top of the band, candidates use appropriate knowledge and terminology but may not fully focus on the question. Candidates are likely to offer more than one reason e.g. *If sociologist use just a single method their answers may not be valid for example, if they do observation their results may be affected by the observer effect.*

Band 3 (8–10)

The candidates' answer is fully focused on the question. *e.g. If sociologist use only a single method of research their findings may be inaccurate because they have not sought to triangulate their research. By triangulating researchers can overcome criticism from their peers that their work lacks validity so they may use both quantitative and qualitative methods.* There is evidence of good use of sociological terms and candidates **may** make clear reference to positivist and/or interpretivist methodology and understand the link between this and the methods used. At the bottom of the band the range of reasons may be narrow. At the top of the band, candidates should offer a range of reasons as well as demonstrate accurate use of sociological concepts.

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(g) To what extent does bias impact on the validity of field experiments? [15]

For arguments:

- Preconceived values may lead to the researcher only recording what they see that confirms their hypothesis
- The way the research is designed makes the experiment a social construct which may mean the research is not valid
- Social interaction between the research and participant may cause bias
- Personal values may affect the formation of the research hypothesis
- Participants own values may cause them to mislead the researcher
- Rosenthal & Jacobson Source A
- Any other reasonable response.

Arguments against:

- All social research is social construction and intrinsically biased
- There is bias even in the researchers choice of research topic and method
- Funding – trying to please sponsors
- Other factors may be more important, like resources, access to group may have more impact that bias
- Any other reasonable response

Band 0

No creditworthy response.

Band 1 (1–4)

Answers in this band may be largely based on common sense showing limited or no knowledge of sociological terms or concepts. Candidates are unlikely to understand the issue of researcher bias and may not clearly understand the difference between field and laboratory experiments. At the bottom of the band there is likely to be only one over simplistic point .e.g. *the results won't be the truth*. At the top of the band there may be some basic understand but this will be very underdeveloped e.g. *The research may change the way people behave because he shows bias towards some of them.*

Band 2 (5–8)

In this band candidates will tend to offer some basic discussion of the strengths and/or limitations of quantitative research. They may describe methods and their problems. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issue of bias and objectivity. At the bottom of the band the description is likely to be limited simple juxtaposition of points. i.e. stating a point for and against the argument from a generic rote learnt lists. At the top of the band, candidates may offer a description of more than one method or issue.

Note: A one sided answer cannot score higher than 8 marks.

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Band 3 (9–12)

Answers in this band will show good use of sociological language and will make some attempt at addressing the issue of the researchers influence on the experiment but this may be weak or focus only on either agreement or disagreement with the question. At the bottom of the band, candidates may provide a good range of points but there might be a lack of focus on the issue. At the top of the band, candidates are likely to show either strong agreement or disagreement with clear focus on the question but are unlikely to discuss both sides.

Band 4 (13–15)

Answers in this band will be clearly focused on the question and address the 'extent' of the impact of research bias on field experiments. Candidates will offer a range of arguments both for and against the question but this need not be balanced. At the bottom of the band some attempt at a conclusion will be made. They show excellent grasp of sociological terms and knowledge. At the top of the band there will also be an evaluative conclusion e.g. *Interpretivists would argue that all such experiments are social constructions and by their very nature are a reflection of the researcher's own values and therefore biased.*

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Page 8	Mark Scheme	Syllabus	Paper
	Cambridge O Level – May/June 2016	2251	12

Section B: Culture, identity and socialisation

2 In 1981 Anne Oakley conducted a study into socialisation in the family. She found children were being taught how to be males and females. Parents used both manipulation and canalisation to help children learn their gender identity.

(a) What is meant by the term 'canalisation'? [2]

Canalisation is where parents give their children gender specific goods that are considered normal for their gender or channelling children towards activities that are considered appropriate for them e.g. because of their gender.

Note: Take care that candidates do not confuse this with manipulation.

One mark for partial definition e.g. *Giving girls dolls*
Two marks for clear definition e.g. *Where you would give dolls and kitchen toys to girls but not to boys because the girls are the ones expected to be mothers and look after the home.*

(b) Describe two examples of manipulation. [4]

Manipulation is where parents encourage their children to behave in a way that is seen to be appropriate for their gender.

Note: There is potentially a huge range of answers to this question.
Candidates who only offer a description can still gain description marks without making an ID.

Candidates will be expected to identify and describe two examples, possible responses include:

- Gender appropriate clothing bought (or not bought) by parents e.g. buying clothing which is suitably modest for girls
- Parents choosing what they see as gender appropriate subject choices for their children to study at school
- Parents encouraging children to take part in male or female activities
- Boys being encouraged to engage in rough or more physical activities by their parents
- Girls been encouraged to help their mothers 'behave in 'a lady like manner'
- Girls 'pushed' by parents into taking dance lessons
- Boys 'pushed' by parents into playing rugby or football
- Any other reasonable response.

One mark for each example identified (up to maximum of two).
One mark for each description (up to a maximum of two).

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(c) Explain how agencies of socialisation, apart from the family, help to develop gender identity. [6]

Candidates may be expected to show an awareness that gender identity is also reinforced by the media, religion, peer, work place and in education.

Possible answers:

- Media – programmes and advertising reinforce traditional male/female identities e.g. males portrayed as heroes/ lead characters while females are in a supporting role
- Religion – suggest clearly defined identities e.g. separate rituals for men and women
- Education – reinforces gender identities e.g. gender identity reinforced in text books
- Peer group – individuals who fail to conform to traditional gender roles may be excluded from the group or bullied
- Work place-gender identity may be enforced by peer groups within the work place as above or by factors like patriarchy within the work place i.e. 'the boss' most frequently being male
- Any other reasonable response.

Band 0

No creditworthy response.

Band 1 (1–3)

Answers in this band will show only a limited awareness of the role of other agencies of socialisation in developing gender identity. Responses may be short and un/under developed. At the top of the band, there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points. Answers may be placed broadly within the concept of socialisation in general.

Band 2 (4–6)

A clear and accurate explanation showing good sociological knowledge and understanding of the concept of gender identity and the role of agencies of socialisation in its development which is supported by relevant examples. Sociological terms should be expected. At the top of the band candidates will use sociological terms and concepts, referring to a range of factors. Candidates need not talk about all agencies of socialisation but should be expected to show awareness that there is multi-agency reinforcement.

Note: Maximum of 4 marks if only one agency done very well. Candidates can gain full marks if they have done 2 agencies very well.

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(d) Explain why the family is viewed by many sociologists as the most important agency of socialisation. [8]

Candidates should show an awareness that as the family is responsible for primary socialisation it is viewed as vital to effective socialisation. Candidates may discuss what happens when primary socialisation within the family is negative or against mainstream values. They may also discuss what happens if socialisation does not take place.

Note: Candidates must address why the family is important, not just describe its role to achieve the higher band.

Possible answers

- Teaches norms and values of society
- Family serves 4 essential functions
- Teaches key skills to live in society
- Establishes identity and ideas of 'self'
- Provides appropriate role models for gender identity
- People without primary socialisation may be feral
- May be dysfunctional
- May socialise children into a counter –culture
- May provide a political socialisation
- May socialise into a criminal counter culture
- Any other reasonable response.

Band 0

No creditworthy response.

Band 1 (1–3)

Answers in this band will show only a limited awareness of why the family is so important. There may be some discussion of what happens when primary socialisation doesn't happen or may focus solely on feral children but this may not be directed to the question. Responses may be short and undeveloped. Sociological terms and concepts are unlikely to be used. At the top of the band, candidates may offer more than one weak point.

Band 2 (4–6)

Answers in this band will show basic sociological knowledge and understanding. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Responses may be underdeveloped and lacking in range. Answers may focus on describing primary socialisation; this may include description of some aspects of parenting, without any attempt to explain why primary socialisation is seen as so significant. *E.g. parents will teacher their children good manners and how to eat at the table.* At the top of the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed.

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Band 3 (7–8)

Answers in this band will show good sociological knowledge and understanding of why the family is seen as the most important agency of socialisation and will be well developed and explained. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. There may also be recognition that not all family socialisation is positive. At the top of the band explanations will be clear throughout.

(e) To what extent is a person's status ascribed at birth? [15]

Candidates will need to show an awareness that some characteristics like sex are generally ascribed but other parts of a person's identity will be subject to change and relative to the society the individual belongs to and the range of opportunities available. Candidates might usefully make comparisons between societies which are relatively open and those which are closed.

Possible arguments for:

- Can't change ethnicity
- Can't usually change sex
- Can't usually change birth status e.g. royalty, nobility, caste, peasant, commoner etc.
- Lack of opportunity for social mobility
- Other reasonable response

Possible arguments against

- You can achieve a different status through, hard work, luck, marriage
- Kings can abdicate or be deposed
- Violent uprising can overturn closed systems
- People can change their status in a meritocracy
- Individuals can change gender through sex change operations
- Any other reasonable response.

Band 0

No creditworthy response.

Band 1 (1–4)

Answers in this band may be vague and largely based on common sense showing limited knowledge of ascribed status. Responses may be short, undeveloped and one-sided. E.g. *If you are born poor it is very hard for you to become rich*. At the bottom of the band, use of sociological terms or concepts is very unlikely. At the top of the band, candidates may understand what ascribed status means.

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Band 2 (5–8)

In this band candidates will show some basic knowledge of the nature of ascribed status. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may describe examples of ascribed status linked to closed systems like caste or apartheid.

Note: A one-sided answer cannot score higher than 8 marks.

Band 3 (9–12)

Answers in this band will show good sociological knowledge and understanding of ascribed status. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question. e.g. *You can change your status in an open society by hard work and move away from your birth status*.

Band 4 (13–15)

Answers in this band will show an excellent knowledge and understanding of the extent to which ascribed status can change. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion. e.g. *it may be difficult to 'escape' the impact of some characteristics such as gender and ethnicity even in the most open societies these ascribed characteristic may still impact on an individual's status*.

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Section C: Social inequality

3 The concept of the underclass is used in everyday speech to describe people living at the margins of society, who rely on state benefit to make ends meet. However, the concept has been rejected by many sociologists such as Charles Murray. They have focused on the cultural deviancies of the so-called underclass, blaming them for their situation.

(a) What is meant by the term 'underclass'? [2]

Underclass a group considered to be outside the mainstream of society, the most disadvantaged, below the working class.

One mark for partial definition e.g. *The lowest class.*
Two marks for clear definition e.g. *The groups identified as outside the mainstream of society and below the working class*.

Note: It is possible for candidates to gain 1 mark by quoting directly from the stem e.g.

- 'People living in the margins of society'
- 'People relying on state benefits to make ends meet'
- Or both of the above quoted directly from the stem. 1 mark

For the second mark candidates would need to demonstrate some of their own knowledge in addition to this e.g. *below the working class.*

(b) Describe <u>two</u> forms of social stratification, apart from social class. [4]

Candidates will be expected to identify and describe two from the following:

- Age
- Slavery
- caste
- Gender
- Ethnicity
- apartheid
- Other reasonable response.

One mark for each example identified (up to maximum of two).
One mark for each description (up to a maximum of two).

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(c) Explain how social class might affect a person's life chances. [6]

Candidates will be expected to demonstrate an understanding that a person's life chances will be affected by a number of factors. These can either be positive or negative either approach is acceptable.

Possible answers:

- Cultural deprivation
- Economic and material deprivation
- Cultural capital
- Economic advantage
- Access to 'old boys' network
- Unequal access to health care
- Differences in health linked to differences in nutrition
- Inequality in housing
- Opportunities for employment /chances of unemployment
- Access to best education; private or state
- Any other reasonable response.

Band 0

No creditworthy response.

Band 1 (1–3)

Answers in this band will show only a limited awareness of the concept of life chances and the link to social class. Responses may be short and un/under developed. At the top of the band, there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points. Answers may be placed broadly within the concept of social class in general.

Band 2 (4–6)

A clear and accurate explanation showing good sociological knowledge and understanding of life chances which is supported by relevant examples. Sociological terms should be expected. At the top of the band candidates will use sociological terms and concepts, referring to a range of factors. Candidates will address the impact of social class on life chances.

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(d) Explain why it is believed the underclasses are to blame for their own situation.

[8]

Candidates will be expected to understand the notion of the 'idle poor' unwilling to help themselves rather than seeing them as victims. Candidates should be expected to talk about the ideological perspective of the new right in the upper bands but reference to the new right is not essential.

Possible answers:

- Fatalistic culture
- Lack of social integration
- Welfare as a life style choice
- Welfare dependency
- 'nanny' state/over generous benefits
- Anti-work values
- Lack of intelligence/education
- Criminality, illegitimacy and drug dependency
- Inadequate socialisation passing from generation to generation e.g. lack of working role model within the family
- Other reasonable responses.

Band 0

No creditworthy response.

Band 1 (1–3)

Answers in this band will show only a limited awareness of the new rights arguments about the underclass. Responses may be short and undeveloped. Sociological terms and concepts are unlikely to be used. At the bottom of the band, expect one weak point. At the top of the band, candidates may offer more than one weak point.

Band 2 (4–6)

Answers in this band will show basic sociological knowledge and understanding. Responses may be underdeveloped and lacking in range. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately e.g. *members of the underclass are seen as lazy and not doing anything to help themselves*. At the top of the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed.

Band 3 (7–8)

Answers in this band will show good sociological knowledge and understanding of why the underclass have been blamed for their own situation. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.

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(e) To what extent is wealth the main cause of inequality? [15]

Candidates need to show an awareness that whilst social class may still be a significant factor in determining a person's social status other factors like age, gender and ethnicity still impact on status. Candidates can also usefully discuss how social class is measured.

Possible arguments for

- Poor have low status/rich have high status
- Rich can buy anything-improving their status by having all the materials possessions associated with wealth
- Wealth gives access to better education which tends to afford greater status
- Wealth gives access to power and the social elite
- Royalty top of social class have highest status
- Any other reasonable response

Possible arguments against

- Level of Education may be more important
- Market situation may be more important
- Talent linked to celebrate culture may be more important
- Nobility can be poor but title still gives status
- Gender , age, disability or ethnicity are more important than wealth as these may create a master status which wealth cannot overcome
- Equality of access to resources may be important i.e. the meritocracy thesis
- Other reasonable responses.

Band 0

No creditworthy response.

Band 1 (1–4)

Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Responses may be short, undeveloped and one-sided. e.g. *people who are rich always get the best things.* At the bottom of the band, use of sociological terms or concepts is very unlikely. At the top of the band, candidates may understand that status often results from social position *e.g. ethnic groups often face inequality because of discrimination.*

Band 2 (5–8)

In this band candidates will show some basic knowledge of the links between wealth and inequality. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may describe social status e.g*. inequality is where some people have better life chances than others. People with more money have better life chances.*

Note: A one-sided answer cannot score higher than 8 marks.

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Band 3 (9–12)

Answers in this band will show good sociological knowledge and understanding of the social factors which lead to inequality. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question.

Band 4 (13–15)

Answers in this band will show an excellent knowledge and understanding of the nature of inequality. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion. e.g. *A person's wealth may be a determining factor in the extent to which they suffer inequality but other factors like discrimination based on gender, age or ethnicity may be more important than wealth.*

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Cambridge O Level

Cambridge International Examinations
Cambridge Ordinary Level

SOCIOLOGY **2251/13**

Paper 1 **May/June 2016**

2 hours (including 15 minutes' reading time)

No Additional Materials are required.

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READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Answer Question 1 and **either** Question 2 **or** 3.
The number of marks is given in brackets [ ] at the end of each question or part question.

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This document consists of **3** printed pages, **1** blank page and **1** insert.

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CAMBRIDGE International Examinations

Section A: Theory and methods

Answer Question 1.

1 Source A

In 1937 Bill Whyte began a three and a half year study into an Italian-American gang in Boston, USA. This classic study, called 'Street Corner Society', was based on participant observation. One of the difficulties Bill Whyte faced was gaining entry into the group. He was helped by the gang leader Doc.

Doc later told Bill Whyte:

'Now when I do something I have to think what Bill Whyte would want to know about it and how I can explain it. Before, I used to do things by instinct.'

Bill Whyte later admitted that he had become so involved with the gang that he had become a non-observant participant rather than a non-participant observer.

(a) Identify **two** reasons why researchers might have difficulties gaining entry to groups like gangs. [2]

(b) Identify **two** methods that might be used to research gangs, apart from observation. [2]

(c) Using information from Source A, describe **two** ways in which the observer might influence the behaviour of those being observed. [4]

(d) Describe **two** strengths of using non-participant observation in sociological research. [4]

(e) Describe **two** strengths and **two** limitations of unstructured interviews. [8]

(f) Explain why the results of participant observation studies may be unreliable. [10]

(g) To what extent does the presence of the researcher affect the validity of the research? [15]

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Answer **either** Question 2 **or** Question 3.

Section B: Culture, identity and socialisation

2 A society's culture includes its norms, values and the roles people are expected to play. The norms of one society can be very different to those of another. In some societies polygamy is an acceptable practice. In other societies it is unacceptable and illegal.

(a) What is meant by the term 'norms'? [2]

(b) Describe **two** examples of values. [4]

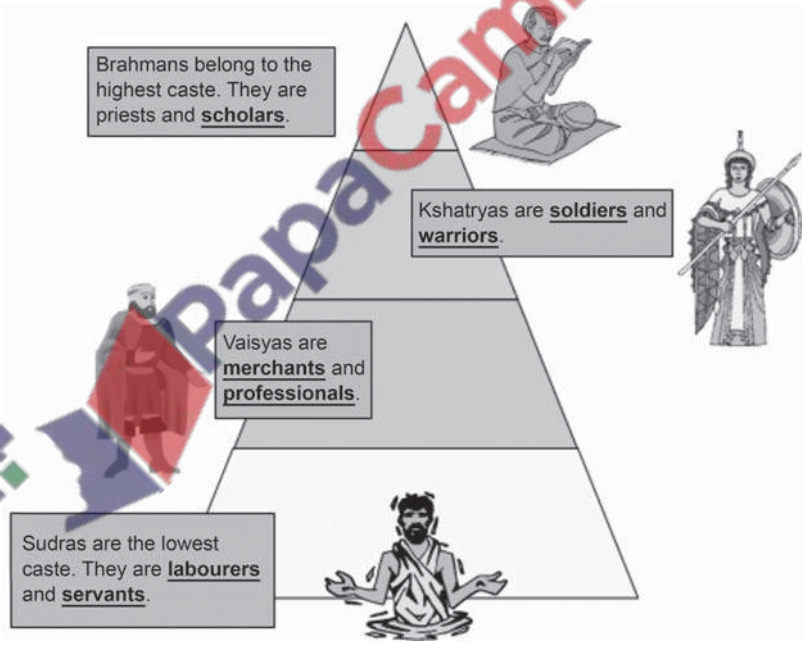
(c) Explain how norms and values depend on time and place. [6]

(d) Explain why role conflict occurs. [8]

(e) To what extent can it be claimed that some values are universal? [15]

Section C: Social inequality

3 **The Caste System**



(a) What is meant by the term 'caste'? [2]

(b) Describe **two** forms of social stratification, apart from the Caste System. [4]

(c) Explain how an individual can have high status but have little wealth. [6]

(d) Explain why people at the bottom of the social class system experience poor life chances. [8]

(e) To what extent is social mobility possible in an open society? [15]

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Cambridge International Examinations
Cambridge Ordinary Level

SOCIOLOGY **2251/13**

Paper 1 **May/June 2016**

MARK SCHEME

Maximum Mark: 80

Published

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2016 series for most Cambridge IGCSE®, Cambridge International A and AS Level components and some Cambridge O Level components.

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Section A: Theory and methods

1 Source A

In 1937 Bill Whyte began a three and a half year study into an Italian-American gang in Boston, USA. This classic study, called 'Street Corner Society', was based on participant observation. One of the difficulties Bill Whyte faced was gaining entry into the group. He was helped by the gang leader Doc.

Doc later told Bill Whyte:

'Now when I do something I have to think what Bill Whyte would want to know about it and how I can explain it. Before, I used to do things by instinct.'

Bill Whyte later admitted that he had become so involved with the gang that he had become a non-observant participant rather than a non-participant observer.

(a) Identify <u>two</u> reasons why researchers might have difficulties gaining entry to groups like gangs. **[2]**

- Access to the group may be limited because the group do not trust the researcher
- Ethical issues like whether to report or ignore criminal activity
- They are involved in illegal activities and are therefore secretive
- Groups are closed in nature and naturally suspicious of outsiders
- Facing danger
- Having to go through initiation ceremonies, e.g. committing a crime
- Any other reasonable response.

One mark for each correct reason identified (up to a maximum of two).

(b) Identify <u>two</u> methods that might be used to research gangs, apart from observation. **[2]**

Any two from:

- Non-participant observation
- Interview any type
- Secondary data like crime statistics
- Questionnaires/social surveys
- Longitudinal studies
- Any other reasonable response.

Note: Other reasonable response if appropriate to the research topic.

One mark for each correct reason identified (up to a maximum of two).

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(c) Using information from Source A, describe <u>two</u> ways in which the observer might influence the behaviour of those being observed. [4]

Candidates need to recognise that there is a clear indication of the subjects and the researcher's behaviour changing as a result of the participant observation described.

Possible answers:

- Might change their way of thinking, e.g. '*Now when I do something I have to think what Bill Whyte would want to know'*
- Researcher going 'native', e.g. '*become a non-observant participant rather than a non-participant observer'*
- 'Hawthorne effect', e.g. *'Now when I do something I have to think what Bill Whyte would want to know'*
- Might change or adapt their behaviour, e.g. *'Before, I used to do things by instinct.'*
- Any other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–2)
Answers at the bottom of the band will offer one reason without reference to Source A. Alternatively; answers may be vague or general with little sociological knowledge. Answers at the top end of the mark band may offer two reasons but without reference to Source A.

Band 2 (3–4)
To reach this band candidates **must** make reference to Source A, e.g. in Source A it says *'Before, I used to do things by instinct.'* This can be implicit at the lower end of the band. This clearly shows that the observer had influenced the behaviour of the person being observed who admits to adapting their behaviour. To reach the top of the band candidates will give two reasons with development and reference to the Source A.

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(d) Describe <u>two</u> strengths of using non-participant observation in sociological research. **[4]**

Candidates will be expected to describe any of the following:

Note: Allow answers which refer to overt and covert observation

- Opportunity to record thoughts
- Non-participant is thought to be more objective
- Allows researcher to study groups who would be unwilling to allow them to participate in their activities
- Safer if researching dangerous groups
- Allows the researcher to keep records more accurately
- Helps the researcher avoid going 'native'
- Less impact on the behaviour of the group
- Any other reasonable response.

One mark for each strength correctly identified (up to a maximum of two).

One mark for each point that is developed (up to a maximum of two).

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(e) Describe <u>two</u> strengths and <u>two</u> limitations of unstructured interviews. [8]

Strengths:

- Higher validity because people have more opportunity to explain themselves
- Interviewer does not have to keep to the interview schedule so new ideas may emerge which allow the researcher to discover things they wouldn't have thought of
- It is more like a conversation so may allow the respondent to be more at ease and more open with the interviewer
- Takes less time than some other methods, e.g. structured interview
- Any other reasonable response.

Limitations:

- Can be time consuming and expensive as they may take long periods of time to interview people
- Interviewer effect is more likely to occur
- Reliability is low
- Can be too expensive to cover large groups of people because trained interviewers are required
- Difficult to generalise from findings
- Interviewer may lead the interviewee
- Interviewer may lose objectivity
- Any other reasonable response.

One mark for each strength correctly identified (up to a maximum of two) and one mark for description of each strength (up to a maximum of two).

One mark for each limitation correctly identified (up to a maximum of two) and one mark for description of each limitation (up to a maximum of two).

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(f) Explain why the results of participant observation studies may be unreliable. [10]

Note: Reliability-whether another researcher, if repeating the research using the same method on the same or a similar group, would achieve the same results.

Candidates need to show an awareness of the fact that these types of research are virtually impossible to replicate and check.

Candidates may talk about the following limitations but this must be in the context of reliability not validity:

- Unique nature of each social group would be impossible to replicate
- Too many social variables to reproduce
- Too many environmental variables to reproduce
- Membership of the group may change and couldn't be reassembled
- Each social interaction is unique
- Researchers replicating the original research may have different values, outlooks and personalities which impact on their observations, e.g. Oscar Lewis' (1951) repeat of Robert Redfields' (1930) observation study of the village of Tepoztlan in Mexico
- Any other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers at this level are likely to show limited understanding and be based on common sense or demonstrate little in the way of clear sociological knowledge or terminology, e.g. participant observation can be unreliable because you can't check the results. At the top of the band candidates may begin to use some appropriate knowledge or terminology. Candidates may only give one reason.

Band 2 (4–7)
At the bottom of the band, candidates demonstrate basic understanding of the issue and begin to use some appropriate knowledge and terminology. Supporting explanation may be weak or over simplistic. At the top of the band, candidates use appropriate knowledge and terminology but may not fully focus on the question. Candidates are likely to offer more than one reason, e.g. if sociologist attempt to replicate the research it would be virtually impossible for them to reproduce all the different variables.

Band 3 (8–10)
The candidates' answer is fully focused on the question, e.g. if sociologist attempt to check the reliability of this research they will face a number of problems, many of the variables like the membership of the group may have changed making it virtually impossible to check the research. There is evidence of good use of sociological terms and candidates may make clear reference to whether it is even desirable to attempt to check the reliability that it is validity that is the key here. At the top of the band, candidates should offer a range of reasons as well as demonstrate accurate use of sociological concepts.

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(g) To what extent does the presence of the researcher affect the validity of the research? [15]

Candidates do not need to talk about observation to answer this question although they may take their cue from the source and focus on observation.

Arguments for:

- People's behaviour changes or adapts
- Body language and intonation may impact on the behaviour of the subject.
- Researchers lead the respondent
- 'Hawthorne Effect'
- Research changes the dynamics of the group so they are no longer in their natural setting
- Researcher is not objective and becomes involved with the group i.e. goes native
- Researchers social characteristics affect the behaviour/attitude of research participants, e.g. the participant may lie to appear more important
- Individuals feel pressure to give socially desirable responses
- Interviewer effect
- Any other reasonable response.

Arguments against:

- All research is subject to the values of the researcher
- Covert non-participant observation would largely avoid this.
- Structured interviews using standardised questions can minimise the researcher effect
- Personal contact is the only way to establish 'Verstehen'
- Minimise affect by ensuring the researcher has appropriate social characteristic to make rapport more likely
- Use of trained researchers who have experience in maintaining objectivity
- Any other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–4)
Answers in this band may be largely based on common sense showing limited or no knowledge of sociological terms or concepts. Candidates are unlikely to understand the issue of researcher effect and may not clearly understand the difference between the effects in observation and other methods, e.g. the researcher may change the way people behave because he interacts with some of them.

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Band 2 (5–8)
In this band candidates will tend to offer some basic discussion of researcher effect. They may describe the effect, e.g. researcher effect is where the subject of the research responds to the researcher by changing their behaviour. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issue of validity. At the top of the band, candidates may offer a description of more than one method or issue.

A one-sided answer cannot score higher than 8 marks.

Band 3 (9–12)
Answers in this band will show good use of sociological language and will make some attempt at addressing the issue of the researcher effect and its impact on validity but this may be weak or focus only on either agreement or disagreement with the question. At the bottom of the band, candidates may provide a good range of points but there might be a lack of focus on the issue. At the top of the band, candidates are likely to show either strong agreement or disagreement with clear focus on the question but are unlikely to discuss both sides.

Band 4 (13–15)
Answers in this band will be clearly focused on the question and address the 'extent' of the impact of researcher bias on validity. Candidates will offer a range of arguments both for and against the question but this need not be balanced. They show excellent grasp of sociological terms and knowledge. At the top of the band there will also be an evaluative conclusion, e.g. to some extent it could be argued that all research is social construction and a reflection of the researcher's own values and therefore all research lacks validity to some extent.

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Section B: Culture, identity and socialisation

2 A society's culture includes its norms, values and the roles people are expected to play. The norms of one society can be very different to those of another. In some societies polygamy is an acceptable practice. In other societies it is unacceptable and illegal.

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

Social rules which define correct behaviour in a society or groups.

One mark for partial definition, e.g. following the rules/what is normal.

Two marks for clear definition, e.g. rules for the correct and accepted way of behaving.

(b) Describe <u>two</u> examples of values. **[4]**

Values-General beliefs about what is right or wrong, and the important standards that are worth maintaining and achieving in society.

Note: There is potentially a huge range of answers to this question and the opportunity for candidates to use local examples as well as so called 'universal' values. However examples of **norms** should <u>not</u> be credited.

Candidates will be expected to identify and describe two examples:
possible responses include:

- Life
- Education
- Freedom
- Privacy
- Protection of private property
- Marriage and family life
- Religious values
- Personal values
- Cultural values
- Personal safety
- Any other reasonable response.

One mark for each value identified (up to maximum of two).

One mark for each description (up to a maximum of two).

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(c) Explain how norms and values depend on time and place. [6]

Candidates should show an awareness that norms and values vary greatly between societies and across time. That what may be view as a norm or value in one place may be outrageous in another. There are opportunities here for candidates to use lots of local examples.

Possible examples include:

- Difference in values between modern society and the past, e.g. in modern industrial societies people value privacy many people have their own rooms whilst in the medieval world few had a separate living space even communal sleep was common
- Differences in norms between modern society and the past, e.g. ownership of slaves in the Roman Empire was normal and acceptable slavery today is unacceptable in most societies
- Differences in norms between cultures, e.g. some societies see sitting right next to an individual on an empty bus as normal other see societies would see this as an invasion of personal space and be offended
- Differences in values between different cultures, e.g. North American Indians valued possessions to give away as lavish gifts whilst Europeans valued the acquisition of possessions as giving status.
- Differences in norms between places, e.g. nudity in the street unacceptable nudity in the privacy of your own bathroom no problem
- Differences between religious based norms and values
- Different norms and values in sub-cultures
- Differences in norms of dress by culture, religion or with the past
- Any other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of the relative nature of norms and values. Responses may be short and un/under developed. At the top of the band, there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points. Answers may be placed broadly within the concept of norms and/or values.

Band 2 (4–6)
A clear and accurate explanation showing good sociological knowledge and understanding of how norms and values are relative to different social situations which is supported by relevant examples. Sociological terms should be expected. At the top of the band candidates will use sociological terms and concepts, referring to a range of factors. Candidates should be expected to show awareness that there are huge variations and may engage with the idea that universal values are very few.

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(d) Explain why role conflict occurs. **[8]**

Candidates will be expected to show an awareness of the fact that individuals play a variety of social roles and that these roles change. Social actors may perform a variety of roles even in the same social context which they may be required to move seamlessly between. Candidates might usefully explore how some roles are inappropriate in some situations and how this balancing act can cause role conflict.

Possible answers include:

- Friends may also be your colleague or boss within the work place
- Parent can also be your employer in a family business
- Adults may switch from mother/father to spouse and to child with in the extended family environment.
- Parent could also be your teacher if you go to the school where your parent teachers
- Working mother
- Parent being friend to child and then disciplinarian
- Any other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of how role conflict occurs. There may be some discussion of what roles or roles conflict is but this may not be directed to the question. Responses may be short and undeveloped. Sociological terms and concepts are unlikely to be used. At the top of the band, candidates may offer more than one weak point, e.g. Role conflict is where a policeman has to arrest his son.

Band 2 (4–6)
Answers in this band will show basic sociological knowledge and understanding. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Responses may be underdeveloped and lacking in range. Answers may focus on defining roles and/ or role conflict this may include description of some specific roles without any attempt to explain why conflict occurs, e.g. roles are the part that everyone has to play in society like a person can be both a husband and a father. At the top of the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed.

Band 3 (7–8)
Answers in this band will show good sociological knowledge and understanding of why role conflict occurs and will be well developed and explained. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented there may also be recognition that some individuals play multiple-roles role conflict is to some extent inevitable. At the top of the band explanations will be clear throughout.

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(e) To what extent can it be claimed that some values are universal? [15]

Arguments for:
- values right to life
- common moral values in major world religions
- Some form of Marriage
- Prevention of incest
- Systems of inheritance
- Clear gender roles
- Motherhood
- Functionalist view that society doesn't function without shared values
- Sanctions /redress for wrong doing
- Fair justice
- Personal safety
- Freedom and democracy
- Any other reasonable response.

Arguments against:
- Evidence of contradictions to arguments for, e.g. aggressive females, incest in ancient Egypt
- Value consensus may be that imposed by a global elite
- Existence of sub-cultures, e.g. anti-school sub-culture
- Marxist view that the dominant values are those of the bourgeoisie, e.g. value of private property
- Feminist views that the dominant values support patriarchy
- All values are socially constructed and are relative to time and place
- Globalisation and imposition of western value systems (cultural imperialism)
- Any other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–4)
Answers in this band may be vague and largely based on common sense showing limited knowledge of the idea of universal values. Responses may be short, undeveloped and one-sided. e.g. everyone needs the same values to get on. At the bottom of the band, use of sociological terms or concepts is very unlikely. At the top of the band, candidates may understand what values mean means but are likely to be confused about universal values.

Band 2 (5–8)
In this band candidates will show some basic knowledge of universal values. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may describe examples of universal or non- universal values, e.g. the Sioux Indians valued generosity whilst western culture values acquisition of property.

A one-sided answer cannot score higher than 8 marks.

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Band 3 (9–12)
Answers in this band will show good sociological knowledge and understanding of the idea of universalistic values. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question, e.g. whilst some values may be relative others, it has been argued, appear to be universal and common to the majority of cultures. Some form of marriage and family life is generally seen as a universal value.

Band 4 (13–15)
Answers in this band will show an excellent knowledge and understanding of the concept of universal values. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided **and** balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion, e.g. to some extent it might appear that there are universal values and with Globalisation and the cultural imperialism that goes with it universal values may become more apparent.

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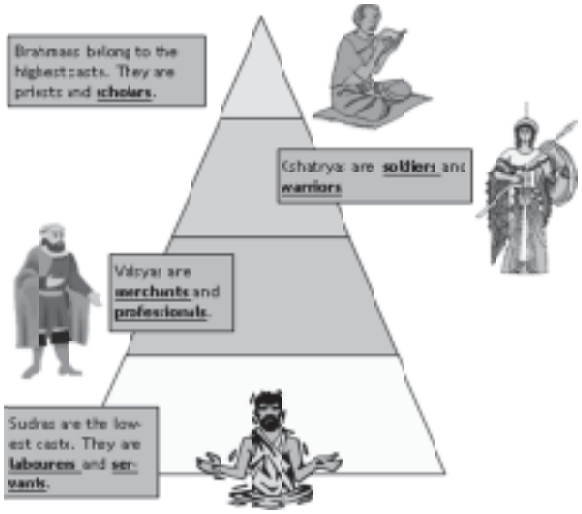
Section C: Social inequality

3 The Caste System



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

A stratification system based on the Hindu religion traditionally found in Indian and other predominantly Hindu nations in which ones status is ascribed at birth and cannot be changed.

One mark for partial definition, e.g. a closed system of stratification.

Two marks for clear definition, e.g. a closed system of stratification based on the Hindu religion/traditionally found in India.

Note: Only one mark for details taken solely from the stimulus picture.

(b) Describe two forms of social stratification, apart from the Caste System. **[4]**

- Class
- Gender
- Age
- Ethnicity
- Apartheid
- Slavery
- Any other reasonable response.

One mark for each example identified (up to maximum of two).

One mark for each description (up to a maximum of two).

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(c) Explain how an individual can have high status but have little wealth. [6]

Candidates will be expected to show an awareness that status may be based on a variety of factors apart from wealth and that people can have status without being rich.

Possible answers:

- Status based on traditional authority e.g. priests, impoverished nobility.
- Gender based status, e.g. male head of family
- Age based status, e.g. elders
- Status based on ethnicity
- Cultural imperialism
- Statuses based on acknowledged expertise, e.g. university professors and other academics.
- Status based on specific role, e.g. teacher, judge, doctor, nurse.
- Any other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of how status is viewed. Responses may be short and un/under developed. At the top of the band, there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points. Answers may be placed broadly within the concept of status in general.

Band 2 (4–6)
A clear and accurate explanation showing good sociological knowledge and understanding of social status and how it is 'awarded' which is supported by relevant examples. Sociological terms should be expected. At the top of the band candidates will use sociological terms and concepts, referring to a range of factors. Candidates need not talk about all the ways status can be achieved but should be expected to show awareness that status can be based on a variety of factors.

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(d) Explain why people at the bottom of the social class system experience poor life chances. [8]

Candidates can refer to either working or underclass in response to this question.

- Discrimination
- Lack of physical resources
- Lack of cultural capital/cultural deprivation
- Material deprivation
- Poor health, health care, housing
- Poverty/ lack of money
- Lack of education, opportunity
- Social closure amongst elite
- Limited of Social networking
- Social exclusion
- Digital divide/lack of access to technology and consequently some knowledge and opportunities
- Fatalistic culture
- Reduced opportunities for social mobility
- Any other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of why lower social classes have poor life chances. There may be some discussion of why the poor do not get a fair chance but this may not be directed to the question. Responses may be short and undeveloped. Sociological terms and concepts are unlikely to be used. At the top of the band, candidates may offer more than one weak point.

Band 2 (4–6)
Answers in this band will show basic sociological knowledge and understanding. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Responses may be underdeveloped and lacking in range. Answers may focus on describing poor life chances; this may include description of some aspects discrimination against the poor, without any attempt to explain why their life chances are limited, e.g. the poor live in some of the worst housing and most of their money goes on rent. Their children do not go to school so can't get an education. At the top of the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed.

Band 3 (7–8)
Answers in this band will show good sociological knowledge and understanding of why the lower social groups have limited life chances and will be well developed and explained. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. There may also be recognition that there are more life chances in some societies than others or that other social factors like ethnicity may impact on life chances. At the top of the band explanations will be clear throughout.

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(e) To what extent is social mobility possible in an open society? [15]

Candidates need to show an awareness that even so called 'open' societies have a degree of social closure which may restrict mobility.

Note: Candidates can talk about downward mobility as well as upward mobility

Arguments for:

- Equality of opportunity
- Positive discrimination
- Meritocracy
- Access to free education
- Evidence of success, e.g. self-made millionaires
- Evidence of achieved status
- Evidence of celebrity status
- Luck, e.g. winning the lottery
- Marriage to those with higher status
- Any other reasonable response.

Arguments against:

- Elite self-recruitment
- Social closure
- 'Old boys' network
- Evidence of political domination by elite
- Evidence of limited success of women and ethnic minorities, e.g. glass ceiling
- Evidence of ascribed status
- Religious restrictions, e.g. debarred from certain occupations on the grounds of religion
- Any other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–4)
Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Responses may be short, undeveloped and one-sided e.g. If you work hard you can move up the social ladder. At the bottom of the band, use of sociological terms or concepts is very unlikely. At the top of the band, candidates may understand that mobility may be restricted, e.g. even in open societies the rich are able to stay at the top because of their money.

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Band 2 (5–8)
In this band candidates will show some basic knowledge opportunities or the barriers to mobility. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may describe social mobility, e.g. individuals may have the opportunity to be socially mobile when they marry someone who is rich and move to the upper class.

A one-sided answer cannot score higher than 8 marks.

Band 3 (9–12)
Answers in this band will show good sociological knowledge and understanding of the factors which enable and prevent mobility. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question.

Band 4 (13–15)
Answers in this band will show an excellent knowledge and understanding of social mobility. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided **and** balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion, e.g. whilst a person may have more opportunity for mobility in an open 'meritocratic' society than in a closed society these opportunities are still restricted by factors like social class at birth, gender or ethnicity.

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Cambridge O Level

Cambridge International Examinations
Cambridge Ordinary Level

SOCIOLOGY **2251/12**

Paper 1 **October/November 2016**

2 hours (including 15 minutes' reading time)

No Additional Materials are required.

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READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Answer Question 1 and **either** Question 2 **or** Question 3.
The number of marks is given in brackets [ ] at the end of each question or part question.

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This document consists of **3** printed pages, **1** blank page and **1** insert.

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Section A: Theory and methods

Answer Question 1.

1 Source A

Milgram's Electric Shock experiment.

In 1963 Stanley Milgram carried out a laboratory experiment. He told participants that the experiment was to study how punishment affected learning.

The research group was divided into 'teachers' and 'learners'. The 'teachers' saw the 'learners' sit in a chair that looked like an electric chair. The 'teacher' was then asked to test the 'learner' and if they made a mistake give them an electric shock.

The equipment used to give the electric shock was labelled 15 volts to 450 volts. The 450 volts was clearly labelled 'Danger: severe shock'. The 'teacher' was told the shock would be painful but it would not hurt the 'learner'. The equipment was really a fake. The 'learners' were not really in danger but as the voltage went up the 'teachers' heard cries of pain. At 330 volts the 'learners' went silent.

In the experiment none of the 'teachers' questioned the activity until the 'learners' fell silent. This showed that people will usually follow the instructions of an authority figure without question.

(a) Identify **two** reasons why laboratory experiments might not be valid. [2]

(b) Identify **two** methods that might be used to research behaviour, apart from laboratory experiments. [2]

(c) Using information from Source A, describe two reasons why laboratory experiments might be unethical. [4]

(d) Describe **two** strengths of using experiments in sociological research. [4]

(e) Describe **two** strengths and **two** limitations of using positivist methods in sociological research. [8]

(f) Explain why sociological researchers may use triangulation in their research. [10]

(g) To what extent might the sociological perspectives of researchers shape their research? [15]

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Answer **either** Question 2 **or** Question 3.

Section B: Culture, identity and socialisation

2 The Wild Boy of Aveyron was a child who lived in the woods, in 18th Century France. When he was captured the child couldn't speak. The Wild Boy of Aveyron is one of many examples of feral children used to highlight the role of primary socialisation.

(a) What is meant by the term 'feral children'? [2]

(b) Describe **two** examples of what is learnt in primary socialisation. [4]

(c) Explain how children learn social expectations. [6]

(d) Explain why socialisation is necessary for social conformity. [8]

(e) To what extent does nurture explain human behaviour? [15]

Section C: Social inequality

3 'It is estimated that 27 million people alive today are living in slavery. This is more than at any other point in history. This number is greater than the total population stolen from Africa during the transatlantic slave trade. (Bale 2009)'

Adapted from Macionis and Plummer, Sociology – A Global Introduction.

(a) What is meant by the term 'slavery'? [2]

(b) Describe **two** examples of social inequality, apart from slavery. [4]

(c) Explain how minority ethnic groups can experience inequality. [6]

(d) Explain why poverty still exists today. [8]

(e) To what extent does social mobility exist in all societies? [15]

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Cambridge Ordinary Level

SOCIOLOGY **2251/12**

Paper 1 **October/November 2016**

MARK SCHEME

Maximum Mark: 80

Published

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Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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Section A: Theory and methods

1 Milgram's Electric Shock experiment.

In 1963 Stanley Milgram carried out a laboratory experiment. He told participants that the experiment was to study how punishment affected learning.

The research group was divided into 'teachers' and 'learners'. The 'teachers' saw the 'learners' sit in a chair that looked like an electric chair. The 'teacher' was then asked to test the 'learner' and if they made a mistake give them an electric shock.

The equipment used to give the electric shock was labelled 15 volts to 450 volts. The 450 volts was clearly labelled 'Danger: severe shock'. The 'teacher' was told the shock would be painful but it would not hurt the 'learner'. The equipment was really a fake. The 'learners' were not really in danger but as the voltage went up the 'teachers' heard cries of pain. At 330 volts the 'learners' went silent.

In the experiment none of the 'teachers' questioned the activity until the 'learners' fell silent. This showed that people will usually follow the instructions of an authority figure without question.

Adapted from 'Sociology: A Global Introduction' Macionis and Plummer.

(a) Identify <u>two</u> reasons why laboratory experiments might not be valid. **[2]**

- Unnatural environment
- Subjects influenced by values of researcher
- Researcher bias
- Inappropriate design of experiment
- Subjects do what they think is expected
- Subjects do not behave normally, e.g. because they are under stress
- The Hawthorne effect occurs because they know they are being observed
- Any other reasonable answer.

One mark for each reason correctly identified (up to a maximum of two).

(b) Identify <u>two</u> methods that might be used to research behaviour, apart from laboratory experiments. **[2]**

- Interview (any type)
- Questionnaires (any type)
- Observation (any type)
- Field experiment
- Longitudinal studies
- Collecting secondary data, e.g. media materials
- Content analysis
- Any other reasonable response.

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(c) Using information from Source A, describe <u>two</u> reasons why laboratory experiments might be unethical. [4]

Candidates need to recognise that this type of experience has generally been discredited. Candidates can usefully point to the fact that the participants were misled and misinformed about the nature and purpose of the experiment, e.g. told that it would not harm the participants; although participants were not harmed, allow responses which comment on the ethical requirement to do no harm. As the experiment may have caused psychological damage to 'teachers'.

Possible responses (other suitable references to Source A may be used):
- Lied to – 'not really in danger'
- Misled – 'but it would not hurt the 'learner'
- Misinformed –'cries of pain'
- Psychological damage to participants – 'none of the 'teachers' questioned…'
- Manipulation – 'The 'teacher' was then asked to test the 'learner' and if they made a mistake give them an electric shock'.
- Any other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–2)
Answers at the bottom of the band will offer one reason without reference to Source A. Alternatively answers may be vague or general with little sociological knowledge. Answers at the top end of the mark band may offer two reasons but without reference to Source A.

Band 2 (3–4)
To reach this band candidates **must** make reference to Source A. A candidate who gives **one** reason but makes use of source A would achieve 3 marks. To reach the top of the band candidates will give **two** reasons with development and reference to the Source A.

(d) Describe <u>two</u> strengths of using experiments in sociological research. [4]

Candidates will be expected to describe any of the following:
- Possibility of controlling the environment
- Increased reliability
- Ease of replication
- Ease of recording results
- Quantifiable data is produced
- See subjects in their natural surroundings (field experiments)
- Increased validity with reference to field experiment
- Positivism-scientific approach
- Time and cost (only if qualified/explained)
- Any other reasonable response.

One mark for each strength correctly identified (up to a maximum of two).
One mark for each point that is developed (up to a maximum of two).

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(e) Describe <u>two</u> strengths and <u>two</u> limitations of using positivist methods in sociological research. [8]

Strengths:
- Quicker than another non-positivist specified method
- Cheap to collect data from a large group of people
- Less need to recruit or train interviewers
- Data easier to quantify
- More reliable
- Easier to standardise questions
- More likely to be representative
- Possible to make generalisations
- Objective-postivists claim their methodology avoids/ reduces bias
- Any other reasonable response.

Limitations:
- Lack validity
- Unable to establish social meaning
- Lack insight
- Low response rate may decrease representativeness
- Methods lack flexibility
- Any other reasonable response.

One mark for each strength correctly identified (up to a maximum of two) and one mark for description of each strength (up to a maximum of two).

One mark for each limitation correctly identified (up to a maximum of two) and one mark for description of each limitation (up to a maximum of two).

(f) Explain why sociological researchers may use triangulation in their research. [10]

Candidates will be expected to show an awareness that triangulation is used to improve the reliability and/or validity of the research. Researchers will use a variety of methods so they can overcome the limitations of each individual method.

Answers may include:
- That a single method may lack validity
- A single method may lack reliability
- Results may not be representative or allow generalisation
- As a means to check results
- To get both qualitative and quantitative data
- Theoretical triangulation may give greater validity
- Any other reasonable response.

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Band 0
No creditworthy response.

Band 1 (1–3)
Answers at this level are likely to show limited understanding and be based on common sense or demonstrate little in the way of clear sociological knowledge or terminology, e.g. *sociologists use triangulation so they can get their research right.* At the top of the band candidates may begin to use some appropriate knowledge or terminology. Candidates may only give one reason.

Band 2 (4–7)
At the bottom of the band, candidates demonstrate basic understanding of the issue and begin to use some appropriate knowledge and terminology. Supporting explanation may be weak or over simplistic, e.g. *sociologists use triangulation because one method of research alone would not be valid.* At the top of the band, candidates use appropriate knowledge and terminology but may not fully focus on the question. Candidates are likely to offer more than one reason.

Band 3 (8–10)
The candidates' answer is fully focused on the question, e.g. *sociologists will use a number of research methods in an attempt to achieve valid and reliable results. They may wish to have both qualitative and quantitative data and to look at an issue from both a macro and mirco sociological view. A single method could not achieve this also as all methods have problems researchers may overcome these by using more than one.* There is evidence of good use of sociological terms and candidates may make clear reference to the concept of triangulation and understand the link between this and the validity of the research. At the top of the band, candidates should offer a range of reasons as well as demonstrate accurate use of sociological concepts.

(g) To what extent might the sociological perspectives of researchers shape their research? [15]

Candidates need to understand that no research is unbiased and that all research is affected by values of the researcher to some extent. Candidates might also usefully explore the impact of other factors on research, like funding, time and access to the group.

Arguments for:

- Positivist argument that research should be objective and value free
- Perspective would affect research approach, e.g. Marxist would only take a macro-sociological approach
- Feminists would only focus on certain issues/topics, e.g. patriarchy
- Marxist would focus on conflict between social classes
- Functionalist would look for consensus
- Search for social facts
- Use of quantitative methods
- Need for research to be valid, reliable and representative
- Interpretivism and qualitative data
- Need to establish 'Verstehen'
- Perspective may impact on interpretation of findings, i.e. certain evidence may be ignored
- Any other reasonable response.

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Arguments against:

- Need for research to be acceptable to sponsors, e.g. if the government are paying they might what the research to reflect their political perspective
- Need for funding, e.g. funding will only be available for research in certain fields
- Need to avoid criticism of academic peer review
- Depends what they seek to investigate as some methods would be inappropriate or the data may be unavailable
- Ethical issues
- Access to the group
- Limits of time and resources
- Any other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–4)
Answers in this band may be largely based on common sense showing limited or no knowledge of sociological terms or concepts. Candidates are unlikely to understand the term perspective, e.g. *if they believe in something they might research it.*

Band 2 (5–8)
In this band candidates will tend to offer some basic discussion of the links between perspective and the methods used. They may describe methods and their problems. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issue of the links between perspective and methodology. At the top of the band, candidates may offer a description of more than one method or perspective, e.g. *researchers always have to plan their research carefully and if they are Marxists they might want to study social class.*
One sided responses can not score more than 8 marks

Band 3 (9–12)
Answers in this band will show good use of sociological language and will make some attempt at addressing the issue of the links between perspective and methodology but this may be weak or focus only on either agreement or disagreement with the question. At the bottom of the band, candidates may provide a good range of points but there might be a lack of focus on the issue. At the top of the band, candidates are likely to show either strong agreement or disagreement with clear focus on the question but are unlikely to discuss both sides.

Band 4 (13–15)
Answers in this band will be clearly focused on the question and address the 'extent' of the impact of sociological perspective on the choice of research method. Candidates will offer a range of arguments both for and against the question but this need not be balanced. They show excellent grasp of sociological terms and knowledge. At the top of the band there will also be an evaluative conclusion, e.g. *the extent to which sociological research is a reflection of the researchers perspective may be limited by practical considerations but it will generally be relative to what it is that they seek to investigate which must have some relationship to their perspective.*

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Section B: Culture, identity and socialisation

2 The Wild boy of Aveyron was a child who lived in the woods, in 18th Century France. When he was captured the child couldn't speak. The Wild boy of Aveyron is one of many examples of feral children used to highlight the role of primary socialisation.

(a) What is meant by the term 'feral children'? [2]

Unsocialised children who do not have the patterns of behaviour that mark them out as human.

One mark for partial definition, e.g. *a child that is more like an animal*
Two marks for clear definition, e.g. *a child that has not had the benefit of primary socialisation and has animal like behaviour.*

(b) Describe <u>two</u> examples of what is learnt in primary socialisation.

Two from:
- Learning language
- Eating/table manners
- Walking
- Potty training/personal hygiene
- Gender roles
- Domestic skills
- Values
- Norms
- Any other reasonable response.

One mark for each example identified (up to maximum of two).
One mark for each description (up to a maximum of two).

(c) Explain how children learn social expectations. [6]

Candidates will be expected to show a broad understanding of complex patterns of socialisation. Candidates may talk about either primary or secondary socialisation or both.

Possible answers:
- Rewards and sanctions
- Canalisation and manipulation
- Imitation
- Through the hidden curriculum, e.g. learning to obey rules and regulations
- Through coercion
- Role models, e.g. in media or family
- Peer pressure
- Primary socialisation, e.g. family teaching you to walk
- Secondary socialisation
- Any other reasonable response.

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Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of the process of learning social expectations. Responses may be short and undeveloped. At the top of the band, there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points. Answers may be placed broadly within the concept of socialisation in general, e.g. *they have to obey their parents or they will be punished.*

Band 2 (4–6)
A clear and accurate explanation showing good sociological knowledge and understanding of the social processes involved in learning expectations which is supported by relevant examples. Sociological terms should be expected. At the top of the band candidates will use sociological terms and concepts, referring to a range of factors, e.g. *children learn to conform through a variety of processes these may include both positive and negative sanctions from their family, peers and other agencies of socialisation.*

(d) Explain why socialisation is necessary for social conformity. [8]

Candidates need show an awareness of the impact of inadequate socialisation or the results of socialisation into a different sub-culture to the mainstream culture.

Possible answers:
- Without adequate socialisation people do not follow the accepted norms and values of society. Individuals need to know the beliefs, norms and values of society in order to be accepted by the society or group.
- Without adequate socialisation individuals may not conform to 'normal' human behaviour
- Social harmony may not be possible without conformity
- Functionalist view shared norms and values are necessary for society to function
- Even in sub-cultures individuals are taught to conform to the groups values
- Education teaches conformity through the hidden curriculum
- Family canalise and manipulate individuals into conforming to gender roles
- Media present norms, values and role models for individuals to conform to.
- Any other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of why socialisation is necessary to social conformity. There may be some discussion of socialisation or lack of socialisation but this may not be directed to the question. Responses may be short and undeveloped. Sociological terms and concepts are unlikely to be used. At the top of the band, candidates may offer more than one weak point.

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Band 2 (4–6)
Answers in this band will show basic sociological knowledge and understanding. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Responses may be underdeveloped and lacking in range. Answers may focus on describing socialisation or social conformity; this may include description of inadequate socialisation, without any attempt to explain why it is necessary to social conformity. At the top of the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed.

Band 3 (7–8)
Answers in this band will show good sociological knowledge and understanding of why socialisation is important to social conformity. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.

(e) To what extent does nurture explain human behaviour? [15]

Candidates will be expected to engage in the classic 'nature' vs 'nurture' debate. They may recognise that as genetic science changes more is known about genes and behaviours and that sociology as a discipline is inevitably more interested in 'nurture.'

Arguments for:
- Humans do not display instinctive behaviour
- Social relativity of gender roles, i.e. examples of no mothering role
- Celibacy – nurture overcoming natural instincts
- Socio-biology is ethnocentric in nature
- Inadequate socialisation, i.e. individuals may not be recognisably human without socialisation like feral children
- Nurture not nature, Oakley
- Role of agencies and processes of socialisation in developing human behaviour
- Any other reasonable response.

Arguments against:
- Biological determinism
- Aggression
- Hormones
- Sex drive, urge to reproduce
- Mothering instinct, Bowlby (1953)
- Genetic inheritance, e.g. intelligence, criminal behaviour
- Nature not nurture universal values
- Any other reasonable response.

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Band 0
No creditworthy response.

Band 1 (1–4)
Answers in this band may be vague and largely based on common sense showing limited knowledge of the nature vs nurture debate. Responses may be short, undeveloped and one-sided, e.g. *human behaviour is learnt because babies are born helpless.* At the bottom of the band, use of sociological terms or concepts is very unlikely. At the top of the band, candidates may understand learnt behaviour is linked to socialisation and nurture.

Band 2 (5–8)
In this band candidates will show some basic knowledge of the nature vs nurture debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may describe studies of inherited characteristics like criminality, e.g. Lombroso.

A one-sided answer cannot score higher than 8 marks.

Band 3 (9–12)
Answers in this band will show good sociological knowledge and understanding of the nature vs nurture debate. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question, e.g. *sociologist argue that humans show little in the way of instinctive behaviour, they do not have the urge to nest like birds, but rather methods of raising child vary greatly from society to society suggesting they are learnt behaviours resulting from socialisation.*

Band 4 (13–15)
Answers in this band will show an excellent knowledge and understanding of the nature vs nurture debate. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion, e.g. *sociologist generally favour the view that most human behaviour is the result of socialisation and they are highly critical of socio-biology which suggests behaviour is the result of nature, but this may be a reflection of their subject based bias and advances in genetic may yet prove links to nature and behaviour.*

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Section C: Social inequality

3 'It is estimated that 27 million people alive today are living in slavery. This is more than at any other point in history. This number is greater than the total population stolen from Africa during the transatlantic slave trade. (Bale 2009)'

Adapted from Macionis and Plummer, Sociology – A Global Introduction

(a) What is meant by the term 'slavery'? [2]

A stratification system where one group is the legal property of another.

One mark for partial definition, e.g. where you are not free
Two marks for clear definition, e.g. where one person is the property of another.

(b) Describe <u>two</u> examples of social inequality, apart from slavery. [4]

Candidates will be expected to identify and describe two from the following:
- Inequalities based on social class, caste, apartheid, feudal system, estate
- Inequality based on gender
- Inequality based on ethnicity
- Inequalities based on age
- Inequality of wealth
- Inequality of access to health care
- Inequality resulting from discrimination, e.g. on the grounds of disability
- Unequal access to power
- Any other reasonable response.

One mark for each example identified (up to maximum of two), e.g. *gender.*

One mark for each description (up to a maximum of two), e.g. *women may face inequalities in pay because of gender discrimination in the work place.*

(c) Explain how minority ethnic groups can experience inequality. [6]

Candidates need to demonstrate an understanding of the many ways in which ethnic groups can experience inequality.

Possible answers:
- Inequality in education
- Inequality in health care
- Inequality in employment
- Inequality in housing
- Unequal access to justice
- Racism/discrimination
- Ostracism
- Segregation and apartheid
- Unequal access to power
- Any other reasonable response.

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Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of the concept of the inequalities minority ethnic groups might face. Responses may be short and undeveloped. At the top of the band, there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points. Answers may be placed broadly within the concept of inequality in general, e.g. *minority groups are poor while the majority are rich.*

Band 2 (4–6)
A clear and accurate explanation showing good sociological knowledge and understanding of the inequalities faced by minority ethnic groups which is supported by relevant examples. Sociological terms should be expected. At the top of the band candidates will use sociological terms and concepts, referring to a range of factors. Candidates will address the nature of the inequalities faced.

(d) Explain why poverty still exists today. [8]

Candidates may approach this question from a number of angles they may look at poverty within a single society or take a global approach either angle is acceptable. They may also approach the question from the angle of definitions of poverty, i.e. whether or not it exists depends on how you define it.

Possible answers:
- Globalisation, poverty resulting from exploitation by multi-nationals/wealthier nations
- Lack of aid from wealthier nations
- Government corruption
- Inadequate benefits
- Benefits and poverty trap
- Cycle of deprivation
- New right perspective–poor are lazy
- Resulting from war or civil unrest
- Over population
- Marxist theory, i.e. exploitation by bourgoeise
- Feminist theory
- Underdevelopment
- Migration-push or pull factors
- As a result of natural disasters, e.g. famine or flood
- Discrimination
- Bonded labour
- Relative poverty vs absolute
- Any other reasonable response.

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Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of factors that may lead to poverty. Responses may be short and undeveloped. Sociological terms and concepts are unlikely to be used. At the bottom of the band, expect one weak point. At the top of the band, candidates may offer more than one weak point.

Band 2 (4–6)
Answers in this band will show basic sociological knowledge and understanding. Responses may be underdeveloped and lacking in range. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately, e.g. *poverty still exists because the rich owners do not pay enough wages to the poor.* At the top of the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed.

Band 3 (7–8)
Answers in this band will show good sociological knowledge and understanding of why poverty still exists. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.

(e) To what extent does social mobility exist in all societies? [15]

Candidates need to show an awareness that even some so called closed 'systems' offer some chances of mobility whilst at the same time open societies may offer little mobility.

Arguments for:
- Even closed systems offer some opportunities, e.g. slaves can be set free, peasants can be ennobled.
- Wealth tends to enabled mobility in most systems, e.g. winning lottery
- Meritocracy allows for mobility for those who have talent and work hard.
- Evidence of success of self-made man/women
- Embourgoisement thesis as evidence of upward mobility
- Proletarianisation thesis as evidence of downward mobility
- Equal opportunity/equality legislation
- Equality of access to education allowing for social mobility based on merit
- Any other reasonable response.

Arguments against:
- Caste and apartheid systems almost completely closed
- Social closure in open societies
- Elite self-recruitment
- Old boys network
- Patriarchy
- Evidence of limited mobility, e.g. women and ethnic groups
- Any other reasonable response.

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Band 0
No creditworthy response.

Band 1 (1–4)
Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Responses may be short, undeveloped and one-sided, e.g. *people who work hard at school will get good qualifications and get to the top.* At the bottom of the band, use of sociological terms or concepts is very unlikely. At the top of the band, candidates may understand that some societies/systems are more open than others, e.g. *in the caste system there was no mobility.*

Band 2 (5–8)
In this band candidates will show some basic knowledge of the debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may describe examples of social mobility, e.g. *in the estate system there was the possibility of mobility a peasant could marry a prince and move up in the society.*

A one-sided answer cannot score higher than 8 marks.

Band 3 (9–12)
Answers in this band will show good sociological knowledge and understanding of the debate. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question, e.g. *a man from a working class family might make it to the top with hard work but, despite equality legislation, women still meet the glass ceiling in the work place and few make it to C.E.O level.*

Band 4 (13–15)
Answers in this band will show an excellent knowledge and understanding of the debate. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion, e.g. *most societies offers some opportunity for mobility for the most able and talented but even in so called open systems there may be obstacles to mobility like unequal opportunity. Even in open societies the children of the poor are much less likely to reach the top.*

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Cambridge O Level

Cambridge International Examinations
Cambridge Ordinary Level

SOCIOLOGY **2251/13**

Paper 1 **October/November 2016**

2 hours (including 15 minutes' reading time)

No Additional Materials are required.

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READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Answer Question 1 and **either** Question 2 **or** Question 3.
The number of marks is given in brackets [ ] at the end of each question or part question.

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This document consists of **4** printed pages and **1** insert.

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CAMBRIDGE International Examinations

Section A: Theory and methods

Answer Question 1.

1 Source A

In 1942 a fourteen year old girl began a diary about her life in the Netherlands during the Second World War. In her diary she wrote:

> 'I'm not planning to let anyone else read this … 'diary', unless I should ever find a real friend, it probably won't make any difference.
>
> Now I'm back to the point that prompted me to keep a diary in the first place: I don't have a friend.
>
> Let me put it more clearly … I have loving parents and a sixteen year old sister and about thirty people I can call friends … on the surface I seem to have everything, except my one true friend.'

Adapted from: *The Diary of a Young Girl* by Anne Frank.
The diary later became a famous historical account.

(a) Identify **two** reasons why sociologists might use personal documents like diaries in their research. [2]

(b) Identify **two** primary methods that might be used to collect qualitative data. [2]

(c) Using information from Source A, describe **two** ways in which diaries might lack validity. [4]

(d) Describe **two** strengths of using qualitative data in sociological research. [4]

(e) Describe **two** strengths and **two** limitations of using an interpretivist approach in sociological research. [8]

(f) Explain why some personal documents may lack reliability. [10]

(g) To what extent can secondary data provide valid evidence of social life? [15]

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Answer **either** Question 2 **or** Question 3.

Section B: Culture, identity and socialisation

2 In society people are socialised to play certain parts or roles. These roles give an individual status or statuses.

(a) What is meant by the term 'status'? [2]

(b) Describe **two** examples of roles people may play. [4]

(c) Explain how socialisation helps individuals understand their roles in society. [6]

(d) Explain why there is cultural variation in human behaviour. [8]

(e) To what extent are roles in society shaped by rewards and sanctions? [15]

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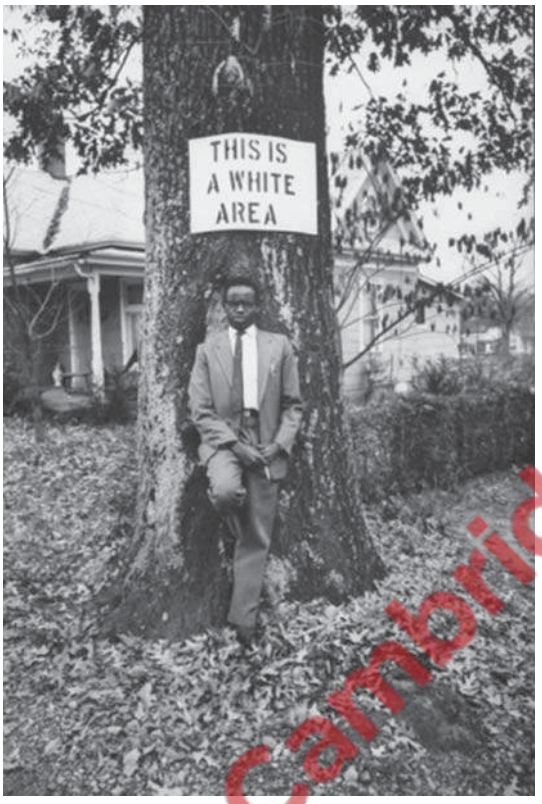
Section C: Social inequality

3



This is an image of a man standing underneath a sign which segregates people on the grounds of race. This type of segregation is based on ascribed status.

(a) What is meant by the term 'ascribed status'? [2]

(b) Describe **two** ways in which status can be achieved. [4]

(c) Explain how a person's ascribed status may change. [6]

(d) Explain why forms of horizontal segregation still exist in modern industrial societies. [8]

(e) To what extent do minority ethnic groups suffer inequality despite laws to make discrimination illegal? [15]

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Cambridge International Examinations
Cambridge Ordinary Level

SOCIOLOGY **2251/13**

Paper 1 **October/November 2016**

MARK SCHEME

Maximum Mark: 80

Published

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.

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Page 2	Mark Scheme	Syllabus	Paper
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Section A: Theory and method

1 Source A

In 1942 a fourteen year old girl began a diary about her life in the Netherlands during the Second World War. In her diary she wrote:
'I'm not planning to let anyone else read this … 'diary', unless I should ever find a real friend, it probably won't make any difference.
Now I'm back to the point that prompted me to keep a diary in the first place: I don't have a friend. Let me put it more clearly…I have loving parents and a sixteen year old sister and about thirty people I can call friends…on the surface I seem to have everything, except my one true friend.'

Adapted from: *The Diary of a Young Girl* by Anne Frank.
The diary later became a famous historical account.

(a) Identify <u>two</u> reasons why sociologists might use personal documents like diaries in their research. [2]

Possible answers:
- They offer valid accounts of events;
- They are provide insight that may be missing from statistical evidence;
- They offer first-hand accounts of events;
- They offer depth and detailed understand of social interactions;
- They can be cheap and readily available e.g. from public records office and national; archives so you don't have to do the research yourself (do not credit just 'cheap' it must be qualified);
- Any other reasonable response.

One mark for each correct reason identified (up to a maximum of two).

(b) Identify <u>two</u> primary methods that might be used to collect qualitative data. [2]

Possible answers:
- Unstructured interviews;
- Semi-structured interviews;
- Group interviews;
- Focus groups;
- Questionnaires: open questions;
- Participant observation (overt and covert);
- Non-participant observation (overt and covert);
- Longitudinal studies;
- Case studies;
- Any other reasonable response.

One mark for each correct method identified (up to a maximum of two).

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(c) Using information from Source A, describe two ways in which diaries might lack validity. [4]

Candidates may refer to :
- Bias – the diary is private and won't be verified, e.g. *'I'm not planning to let anyone else read this';*
- Distortion – she may exaggerate her situation, e.g. *'I have everything except…';*
- Subjective not objective e.g. *'I have loving parents';*
- Fantasy – she may make things up because she is feeling sad, e.g. *'I don't have a friend';*
- Emotional e.g.' *everything except one true friend';*
- Any other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–2)
Answers at the bottom of the band will offer one reason **without** reference to Source A. Alternatively; answers may be vague or general with little sociological knowledge. Answers at the top end of the mark band may offer two reasons but **without** reference to Source A.
Note: answers that do not make use of Source A cannot go into Band 2

Band 2 (3–4)
To reach this band candidates **must** make reference to Source A. To reach the top of the band candidates will give two reasons with development and reference to the Source A.
E.g. In Source A the writer says she is 'not planning to let anyone else read this' this would make her diary more valid than someone who planned to have their diary published. Source A also says 'I don't have a friend' as the diary is private and there is no way to verify this she could be distorting the truth because she is unhappy.

(d) Describe two strengths of using qualitative data in sociological research. [4]

Possible answers:
- They generally have greater validity;
- They offer greater insight;
- They have more depth and detail;
- They allow researchers to understand the thought and feelings of the research subjects;
- They help to establish verstehen;
- Any other reasonable response.

One mark for each strength correctly identified (up to a maximum of two).
One mark for each point that is developed (up to a maximum of two).

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(e) Describe <u>two</u> strengths and <u>two</u> limitations of using an interpretivist approach in sociological research. [8]

Strengths:
- Validity;
- Offer greater insight;
- Understand the meaning placed on social interactions by the social actors;
- Most suitable method because positivist methods are not appropriate to understand social meaning;
- Any other reasonable response.

Limitations:
- They may be unrepresentative;
- They may be biased;
- It may not be possible to generalise the results for the rest of the population;
- Research produced may be unreliable almost impossible to replicate;
- More expensive if qualified i.e. comparative to other research methods;
- More time consuming if qualified i.e. relative to other research methods;
- Any other reasonable response.

One mark for each strength correctly identified (up to a maximum of two) and one mark for description of each strength (up to a maximum of two).

One mark for each limitation correctly identified (up to a maximum of two) and one mark for description of each limitation (up to a maximum of two).

(f) Explain why some personal documents may lack reliability. [10]

Candidates need to demonstrate an understanding that personal documents may not be reliable because they are often unique and impossible to replicate.

Possible answers:
- Secondary data – personal documents are secondary data so it is difficult to replicate and control variables;
- Historic – personal documents are often historic in nature it is impossible to go back in time to repeat the unique set of variables;
- Unique – personal documents are usually unique and again almost impossible to replicate, even if you used the same individual or individuals to check the research they are unlikely to behave or feel the same at another time;
- Too many variables – there are too many social variables to control to be able to repeat the work;
- Any other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers at this level are likely to show limited understanding and be based on common sense or demonstrate little in the way of clear sociological knowledge or terminology, e.g. *'some personal documents are completely individual'.* At the top of the band candidates may begin to use some appropriate knowledge or terminology, e.g. they may be able to define 'reliable' but candidates may only give one reason.

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Band 2 (4–7)
At the bottom of the band, candidates demonstrate basic understanding of the issue and begin to use some appropriate knowledge and terminology. Supporting explanation may be weak or over simplistic. E.g. *'personal documents like photos may only be from special occasions like weddings and these are unique, never to be repeated events'.* At the top of the band, candidates use appropriate knowledge and terminology but may not fully focus on the question. Candidates are likely to offer more than one reason, e.g. '*personal documents like letters may not be reliable because they will all be unique from one person to another'.*

Band 3 (8–10)
The candidates' answer is fully focused on the question, *e.g. personal documents need to be treated with caution, such documents are often unique memories and moments in time which could never be replicated as there would be too many social variables to consider. In some cases it would be impossible to replicate the situation for example historical documents could never be replicated because the research cannot step back in time.* There is evidence of good use of sociological terms and candidates may make clear reference to reliability throughout.. At the top of the band, candidates should offer a range of reasons as well as demonstrate accurate use of sociological concepts.

(g) To what extent can secondary data provide valid evidence of social life? [15]

Candidates may recognise that there is a wide range of secondary data and that its validity is not related to it being secondary. Alternatively candidates may take a qualitative vs. quantitative, primary v secondary route to answering the question.

Arguments for:
- Secondary data can be valid because it is carried out by experienced researchers;
- Secondary data like diaries, historical documents etc. can offer great insight and may be a valid snap shot of that person's social interactions;
- Secondary data may be unique and give insight into particular groups or sub-cultures;
- Documents never intend for publication may be valid because the individual has no reason to be biased/lie;
- Any other reasonable response.

Arguments against:
- May be unrepresentative;
- May contain researcher bias and distortion;
- May have been produced for another purpose
- Official statistics may reflect the way things have been categorised rather than reality e.g. crime figures;
- Primary data done by the researcher for the researchers own purposes may be more valid;
- Any other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–4)
Answers in this band may be largely based on common sense showing limited or no knowledge of sociological terms or concepts. The candidate may define secondary data but that is all in terms of sociological knowledge. Candidates are unlikely to understand the nature of secondary data and may assume it is just official statistics, e.g. *secondary data may not be valid because it doesn't measure what it says it does.*

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Band 2 (5–8)
In this band candidates will tend to offer some basic discussion of the strengths and/or limitations of secondary data. They may describe types of data and their problems. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issue of validity. At the top of the band, candidates may offer a description of more than one types of data or issue.

One sided answers can not score higher than 8 marks.

Band 3 (9–12)
Answers in this band will show good use of sociological language and will make some attempt at addressing the issue of the validity of various types of secondary data but this may be weak or focus only on either agreement or disagreement with the question. At the bottom of the band, candidates may provide a good range of points but there might be a lack of focus on the issue. At the top of the band, candidates are likely to show either strong agreement or disagreement with clear focus on the question but are unlikely to debate both sides of the argument.

Band 4 (13–15)
Answers in this band will be clearly focused on the question and address the 'extent' of the validity of the secondary data. Candidates will offer a range of arguments both for and against the question but this need not be balanced. They show excellent grasp of sociological terms and knowledge. At the top of the band there will also be an evaluative conclusion, e.g. *'The extent of the validity depends on the nature of the secondary data being used. Some data will be more valid in nature than others. To some extent the validity depends on the nature of the research being conducted'.*

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Section B: Culture, identity and socialisation

2 In society people are socialised to play certain parts or roles. These roles give an individual status or statuses.

(a) What is meant by the term 'status'? [2]

The amount of prestige or social importance an individual holds in the eyes of others, relative to achieved or ascribed characteristics. For instance the prestige someone holds in society either through achieved or ascribed status.

One mark for partial definition, e.g. *how important people are.*

Two marks for clear definition, e.g. *the position that someone holds in society.*

(b) Describe <u>two</u> examples of roles people may play. [4]

Possible answers:
- Mother/father/parent/adult;
- Daughter /son/child;
- Wife /husband/spouse/partner;
- Brother/sister/sibling;
- Worker/employee/boss/employer;
- Friend/boyfriend;
- Carer/patient;
- Teacher/student;
- Housewife/househusband;
- Any other reasonable response.

One mark for each example identified (up to maximum of two).

One mark for each description (up to a maximum of two). E.g. '*Women may play the role of mother where she looks after the children'.*

(c) Explain how socialisation helps individuals understand their roles in society. [6]

Candidates will be expected to show an awareness of a variety of methods that may be used both by the family and other agencies of socialisation to ensure individuals develop an understanding of their social roles.

Possible answers:
- Role models, e.g. in home, school or media;
- Canalisation, e.g. in family;
- Manipulation, e.g. in the family;
- Rewards and sanctions, e.g. in the family, at school, by religious group, agencies of law and order;
- Any other reasonable response.

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Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of how socialisation helps and individual understand their role. Responses may be short and un/under developed. At the top of the band, there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points. Answers may be placed broadly within the concept of socialisation in general.

Band 2 (4–6)
A clear and accurate explanation showing good sociological knowledge and understanding of socialisation and its importance in developing understanding of roles which is supported by relevant examples. Sociological terms should be expected. At the top of the band candidates will use sociological terms and concepts, referring to a range of factors.

(d) Explain why there is cultural variation in human behaviour. [8]

Candidates should demonstrate their understanding of the ways in which culture develops and that each culture may have its own unique set of norms and values influenced by various agencies of socialisation.

Possible answers:
- Religion – different religions foster different norms and values;
- Tradition – cultural variations based on custom e.g. styles of dress;
- Sub-cultures – variation both within and across cultures;
- Family – cultural variations based on ethnicity and social class;
- Role models may differ from culture to culture e.g. female role models in a matrifocal society are likely to differ from those in a patrifocal society;
- Education – different education systems will focus on different norms and values;
- Nurture and socialisation – cultural variations are apparent between societies as a result of differing patterns of nurture and socialisation;
- Gender roles – these are not universal i.e. there are societies where men have gender roles that are seen as feminine elsewhere and vice versa;
- Social class – there is cultural variation between social classes i.e. so called 'high culture' versa 'popular culture';
- Global culture – some of the variation is disappearing due to globalisation;
- Media – may reinforce culture e.g. gender roles or contribute to cultural imperialism;
- Any other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of what culture is. There may be some discussion of various cultural variations but this may not be directed to the question. Responses may be short and undeveloped. Sociological terms and concepts are unlikely to be used. At the top of the band, candidates may offer more than one weak point.

Band 2 (4–6)
Answers in this band will show basic sociological knowledge and understanding. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Responses may be underdeveloped and lacking in range. Answers may focus on describing cultural variations; this may include description of cultural variations both within

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and/or across societies, without any attempt to explain why the cultural variations occur. *E.g. 'in some societies it is traditional for women to stay in the home where as in others they can go to work and have a career'.* At the top of the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed.

Band 3 (7–8)
Answers in this band will show good sociological knowledge and understanding of why cultural variation occurs and will be well developed and explained. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.

(e) To what extent are roles in society shaped by rewards and sanctions? [15]

Candidates need to demonstrate an understanding that society has expectations about how certain roles are performed and that individuals face pressure to conform and those who fail to fulfil these roles as expected will face sanctions whilst those who fulfil their roles as expected will be rewarded

Arguments for:
- Social sanctions, e.g. ignored, excluded, shunned, being ostracised;
- Legal sanctions, e.g. arrest/imprisonment/fines;
- Physical punishment, e.g. caning children who do not fulfil their role of pupil;
- Reprimand, e.g. verbal telling off at home or at school;
- Religious pressure to conform, e.g. may be shunned if you don't conform;
- Financial rewards for conforming, e.g. those who fulfil the role of good worker are given a pay rise and/or promotion for hard work;
- Fines for failure to fulfil roles e.g. fines for dropping litter – not being a good citizen;
- Pressure from peers, media, family etc.;
- Any other reasonable response.

Arguments against:
- In more open societies there is often greater freedom to rebel against expected roles;
- Sub-cultures have different expectations from the mainstream (note: but may also have their own systems of rewards and sanctions);
- Roles may result from ascribed characteristics e.g. women have to bear children;
- Roles may be learnt through role modelling, canalisation and manipulation and other means of socialisation without need of reinforcement from rewards and sanctions;
- Any other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–4)
Answers in this band may be vague and largely based on common sense showing limited knowledge of how rewards and sanctions may shape roles. Responses may be short, undeveloped and one-sided, e.g. *People who do not carry out their roles will be punished.* At the bottom of the band, use of sociological terms or concepts is very unlikely. At the top of the band, candidates may understand what ascribed status means.

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Band 2 (5–8)
In this band candidates will show some basic knowledge of the nature of how social roles are shaped. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may describe examples of social roles e.g. those linked to family or religious duties.

A one-sided answer cannot score higher than 8 marks.

Band 3 (9–12)
Answers in this band will show good sociological knowledge and understanding of the way roles are shaped. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question.
E.g. individuals may feel pressure to conform to certain social roles, their family may punish them if they fail to do so, a women who is not a good wife may be punished by her husband or relatives, in some cases physically, but people do also reject the roles that society tries to impose.

Band 4 (13–15)
Answers in this band will show an excellent knowledge and understanding of the social processes by which roles are shaped. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided **and** balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion. E.g. *the extent to which social roles are shaped by rewards and sanctions can depend on the nature of the society and the individual's power or freedom within their social group to either accept or reject the roles expected of them.*

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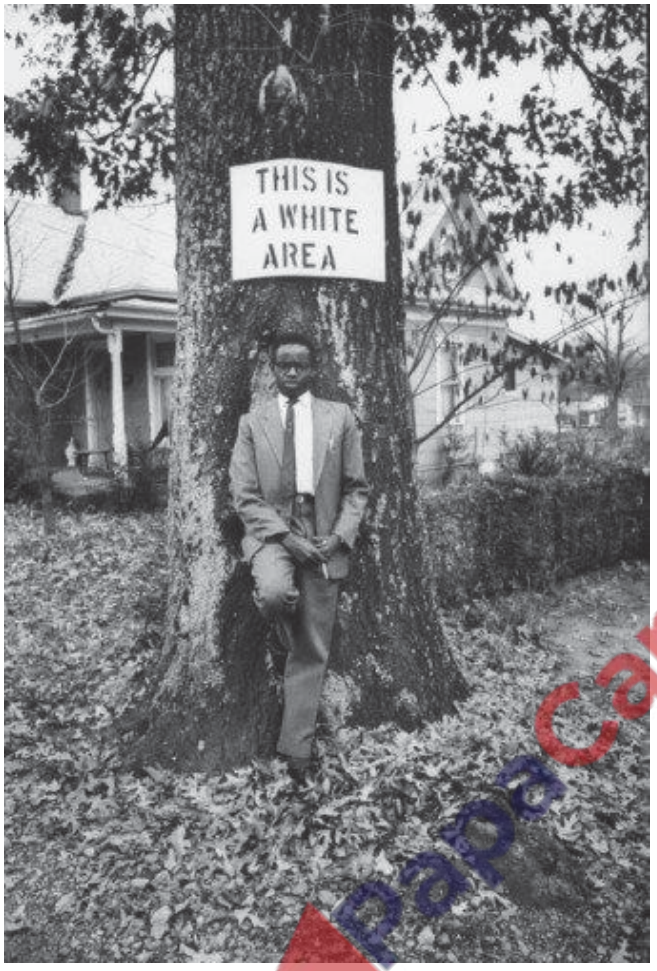
Section C: Social inequality

3 This is an image of a man standing underneath a sign which segregates people on the grounds of race. This type of segregation is based on ascribed status.



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(a) What is meant by the term 'ascribed status'? [2]

Status which is given to an individual at birth and usually can't be changed.

One mark for partial definition e.g. *The position you are born in.*

Two marks for clear definition e.g. *The social position you are born in that can't (usually)* be changed.*

**could be changed i.e. gender reassignment but candidates do not have to state usually to gain 2 marks.*

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(b) Describe <u>two</u> ways in which status can be achieved. [4]

Candidates will have lots of choice here and will may be expected to give examples that show upward mobility but could also describe negative status like being labelled as a criminal

Possible answers:
- Promotion – working class individuals work their way up to CEO of company;
- Hard work – individual from disadvantage background becomes successful entrepreneur;
- Talent – individuals talents help them become rich and famous e.g. Movie Star;
- Marriage – entering a higher social group through marrying into it e.g. Kate Middleton marrying Prince William;
- Education – working hard at school to get good qualifications which then give access to better jobs;
- Labelling – resulting in a master status e.g. mentally ill;
- Criminal culture – achieving status through committing crime;
- Any other reasonable response.

One mark for each example identified (up to maximum of two).

One mark for each description (up to a maximum of two).

(c) Explain how a person's ascribed status may change. [6]

Candidates must talk about a change from an ascribed status **do not** allow answers which discuss general changes in status without reference to ascription.

Possible answers:
- Monarch abdicates;
- Gender reassignment;
- Slaves set free;
- Apartheid lifted;
- Laws changed;
- Marriage into royalty i.e. from commoner to HRH;
- Wins lottery;
- Upward mobility through hard work e.g. move from working class you were born in, to middle class;
- Any other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of the concept of ascribed status. Responses may be short and un/under developed. At the top of the band, there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points. Answers may be placed broadly within the concept of status in general.

Band 2 (4–6)
A clear and accurate explanation showing good sociological knowledge and understanding of ascribed status which is supported by relevant examples. Sociological terms should be

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expected. At the top of the band candidates will use sociological terms and concepts, referring to a range of factors. Candidates will address 'how' the change may happen.

(d) Explain why forms of horizontal segregation still exist in modern industrial societies. **[8]**

Key to this question is that candidates understand the difference between horizontal and vertical segregation.
Horizontal segregation is where the workforce of a specific industry or sector is mostly made up of one particular gender or ethnic group.

Possible responses:

- Results from gender specific socialisation;
- Unequal rewards and opportunist;
- Notions of 'men's work' and 'women's work';
- Stereotypical views of men and women;
- Discrimination in recruitment policy;
- Failure of legislation to address inequality and discrimination;
- Issue around working hours/flexible working;
- Childcare issues;
- Biological differences e.g. women bare children so see part-time work as more suitable for their needs;
- Minority ethnic groups concentrated in certain jobs or sectors especially those which are low paid;
- Any other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of why horizontal segregation persists. Responses may be short and undeveloped. Sociological terms and concepts are unlikely to be used. At the bottom of the band, expect one weak point. At the top of the band, candidates may offer more than one weak point *e.g. some people are not treated fairly by employers.*

Band 2 (4–6)
Answers in this band will show basic sociological knowledge and understanding. Responses may be underdeveloped and lacking in range. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately, e.g. *women are still concentrated in certain jobs because they still have the main child care responsibilities.* At the top of the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed.

Band 3 (7–8)
Answers in this band will show good sociological knowledge and understanding of why horizontal segregation persists. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.

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(e) To what extent do minority ethnic groups suffer inequality despite laws to make discrimination illegal? [15]

Candidates need to show awareness that legislation may not be effective, may not be enforced and may vary from society to society.

Possible arguments for:
- Legislation is ineffective;
- Legislation is not enforce;
- Discrimination is difficult to prove;
- Prejudice still remains;
- People may not bring prosecutions for fear of reprisal;
- Any other reasonable response.

Possible arguments against:
- Inequality may be a result of other social factors like social class, age or gender;
- In some societies minorities are concentrated in the underclass;
- Some ethnic groups are very successful;
- Ethnic minorities are not an homogenous group e.g. students from Indian and Chinese backgrounds are often very successful in the education system in the UK;
- Legislation has seen improvements;
- Multiculturalism has raised awareness of the culture of different ethnic groups and decreased prejudice;
- Any other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–4)
Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Responses may be short, undeveloped and one-sided. e.g. *minority ethnic groups are always discriminated against by majority groups.* At the bottom of the band, use of sociological terms or concepts is very unlikely. At the top of the band, candidates may understand that discrimination often happens despite the law *e.g. minority ethnic groups often face discrimination because the law is ignored by the more powerful.*

Band 2 (5–8)
In this band candidates will show some basic knowledge of the links between minority status and discrimination. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may describe discrimination e.g. *Minority ethnic groups will fail to get the top jobs because of their ethnicity.*

A one-sided answer cannot score higher than 8 marks.

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Band 3 (9–12)
Answers in this band will show good sociological knowledge and understanding of the social factors which impact on the effectiveness of anti-discrimination legislation. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question.

Band 4 (13–15)
Answers in this band will show an excellent knowledge and understanding of discrimination. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided **and** balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion e.g. *The extent to which racial minorities continue to suffer discrimination depends equally on the nature of the society and the impact of other social factors like social class.*

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Cambridge O Level

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Cambridge Ordinary Level

SOCIOLOGY **2251/12**

Paper 1 **May/June 2017**

2 hours (including 15 minutes' reading time)

No Additional Materials are required.

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READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Answer Question 1 and **either** Question 2 **or** Question 3.
The number of marks is given in brackets [ ] at the end of each question or part question.

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Section A: Theory and methods

Answer Question 1

1 Source A

This image is a historical document showing boys from different social classes in Britain in the early part of the twentieth century. Sociologists have recently become more interested in 'visual sociology', which means using photographs as a tool of investigation. Personal documents are also a popular source for research.

(a) From Source A, identify **two** differences between social classes. [2]

(b) Identify **two** methods sociologists might use to investigate social class differences, apart from 'personal documents'. [2]

(c) Using Source A, describe **two** ways in which historical documents may not be valid. [4]

(d) Describe **two** strengths of using content analysis for sociological research. [4]

(e) Describe **two** strengths and **two** limitations of using longitudinal studies for sociological research. [8]

(f) Explain why some sociologists believe that research should be reliable. [10]

(g) To what extent are historical and personal documents representative? [15]

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Answer **either** Question 2 **or** Question 3

Section B: Culture, identity and socialisation

2 Since the mid-twentieth century modern industrial societies have become increasingly child-centred. Evidence from research carried out in the USA in the 'Cost of Raising a Child' report has shown that since 1960 the cost of raising a child has increased dramatically.

(a) What is meant by the term 'child-centred'? [2]

(b) Describe **two** ways childhood has changed over time. [4]

(c) Explain how socialisation is carried out within the family. [6]

(d) Explain why sanctions are applied to individuals who do not conform. [8]

(e) To what extent do the roles of children vary between cultures? [15]

Section C: Social inequality

3 In many countries top jobs in government and the legal system are dominated by an elite. This means there is limited social mobility and distinct social classes still exist.

(a) What is meant by the term 'elite'? [2]

(b) Describe **two** social classes. [4]

(c) Explain how members of the upper class are able to maintain their social position. [6]

(d) Explain why lifestyle can be used as an indicator of an individual's social class. [8]

(e) To what extent do barriers to social mobility remain in modern industrial societies? [15]

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Cambridge International Examinations
Cambridge Ordinary Level

SOCIOLOGY **2251/12**

Paper 1 **May/June 2017**

MARK SCHEME

Maximum Mark: 80

Published

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.

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Question	Answer	Mark
Section A		
Source A This image is a historical document showing boys from different social classes in Britain in the early part of the twentieth century. Sociologists have recently become more interested in 'visual sociology,' which means using photographs as a tool of investigation. Personal documents are also a popular source for research.		
1(a)	**From Source A, identify two differences between social classes.** Responses need to show two comparisons of the boys on the right and the boys on the left (different social classes) to gain full marks. □ Clothing style e.g. formal and casual □ Evidence of wealth e.g. smart suitcases, shiny shoes, flower in button hole / evidence of poverty e.g. warm clothes, □ Quality of clothing e.g. boys on the right have clothes that are untidy and poorly fitted □ How smartly dressed they are e.g. boys on left have very shiny shoes / boys on the left have scruffy shoes □ Accept any difference identified between the boys on the right and on the left □ Any other reasonable response One mark for each difference correctly identified up to a maximum of two, e.g. the boys on the left wear very smart suits the boys on the right wear less smart clothes = 1 mark. Note: Do not accept comparison based on inference e.g. the boys on the left look confident and the boys on the right look less confident.	**2**

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Question	Answer	Mark
1(b)	**Identify two methods sociologists might use to investigate social class differences, apart from 'personal documents'.** Possible answers may include: • Interviews (any type) • Questionnaires (any type) • Observation (any type) • Longitudinal study • Social survey • Field study • Field experiment • Content analysis • Any other reasonable response Two marks for any two methods identified. (Up to a maximum of two). Note: Do not allow case study but do allow two variations of the same method e.g. two types of interview	2
1(c)	**Using Source A, describe two ways in which historical documents may not be valid.** Validity refers to when when findings accurately reflect the reality that it is intended to capture. Answers must refer to the source e.g. mention of the boys or that it is a photograph. The source includes the text underneath the photograph. Possible answers may include: • May not be representative of the situation or context e.g. posing to camera • May not be valid e.g. the boys in top hats may be dressing up or wearing what is their school uniform • Offers only a narrow range of evidence e.g. doesn't tell you about others may be everyone else dresses differently and this is a school uniform (uniform of Eton College) • Out of date e.g. if boys dressed like that in the past it doesn't tell us about modern differences • May be biased intentionally e.g. if the images was intended to be published in a newspaper it might have been chosen to intentionally exaggerate social class differences • May be unintentionally biased e.g. the camera angle may have excluded evidence of the dress of others which may have given a better understanding of how typical this was. • May be out of context. e.g. the children may be actors dressed up • Any other reasonable response	4

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Question	Answer	Mark
1(c)	**Band 0** No creditworthy response. **Band 1 (1–2)** Answers at the bottom of the band will offer one way without interpretation of Source A. Answers at the top end of the mark band may offer two reasons but without reference to Source A. e.g. documents may not be valid because they may contain bias, the person may have deliberately lied. **Band 2 (3–4)** To reach this band candidates must make reference to Source A. They will begin to show the ability to interpret data and use it to support their answer. To reach the top of the band candidates will give two reasons with development and reference to the Source A. E.g. Secondary data may not be valid because those who created it may have deliberately set out to lie, for example in Source A the photographer may have selected this image to represent the upper class even though it is unrepresentative. We can't tell if this is typical of that social group.	
1(d)	**Describe two strengths of using content analysis for sociological research.** Content analysis is a method of studying communication and the media, which involves classifying the content and counting frequencies. <u>Possible answers may include:</u> • Large range of content which gives insight into social themes and attitudes • Relatively inexpensive to carry out because someone else has provide the material • May give insight into bias of particular groups / towards a particular group • Trends and patterns can be seen e.g. demonisation of certain groups and moral panics • No ethical issues • Doesn't involve people as respondents • Can be representative e.g. can cover views and opinions of a large population • Reliable e.g. researchers using the same materials can repeat the analysis • Any other reasonable response. One mark for each strength correctly identified (up to a maximum of two). One mark for each point that is developed (up to a maximum of two).	**4**

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Question	Answer	Mark
1(e)	**Describe two strengths and two limitations of using longitudinal studies for sociological research**. Possible answers may include: Strengths • Shows change over a period of time • It is possible to identify social factors which have caused change • Subjects act naturally as they are used to being studied • It is more likely to be valid because the participants have had to show commitment to the research over a period of time • Allows greater insight over time, which allows verstehen which is highly valid. • Allows researcher to use qualitative / quantitative methods • Any other reasonable response Limitations • Massive commitments over an extended period of time • High attrition rate e.g. people drop out • Unrepresentative because of high attrition rate • Hawthorne effect e.g. participants change their behaviour because they are conscious that they will have to tell the researchers about some aspect of their lives • Takes so long findings can be out of date before study is complete • Not reliable as there are too many variables to repeat • Emotional involvement over time, the researcher may become biased • Expensive over time – funding / loss funding • Researcher abandons research • Any other reasonable response Four marks are available for strengths and four marks for limitations. Note: Development mark must be related to the strength or limitation identified. One mark for each strength correctly identified (up to a maximum of two). One mark for each strength that is developed (up to a maximum of two). One mark for each limitation correctly identified (up to a maximum of two). One mark for each limitation that is developed (up to a maximum of two).	**8**

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Question	Answer	Mark
1(f)	**Explain why some sociologists believe that research should be reliable.** Reliability refers to proving that the same research may be repeated replicating the same or similar results. Candidates need to recognise that this may be a key indicator of whether the findings are accurate e.g. if you get the same results repeatedly it is more likely to be true / valid. This is a key way to establish social facts. Expect candidates to focus largely on the positivist view. <u>Possible responses may include:</u> • more 'scientific' e.g. lends rigour to the findings • means of establishing social facts • means of ensuring that objectivity • important to be unbiased • researchers sociological perspective e.g. their personal perspective requires them to use methods which give reliable results • if the research is found to be reliable it must be true/a social fact • Any other reasonable response. **Band 0** No creditworthy response. A candidate who defines the key term in the question but gets no further should achieve no more than 2 marks **Band 1 (1–3)** Answers at this level are likely to show limited understanding and be based on common sense or demonstrate little in the way of clear sociological knowledge or terminology. At the bottom of the band candidates may make only one brief over simplistic point e.g. *because they can repeat it*. At the top of the band candidates may begin to use some appropriate knowledge or terminology. Candidates may only give one reason. E.g. *research should be reliable because then it is correct.* **Band 2 (4–7)** At the bottom of the band, candidates demonstrate basic understanding of the issue and begin to use some appropriate knowledge and terminology. Supporting explanation may be weak or over simplistic. E.g. *research should be reliable as this means the findings are proved as social facts.* At the top of the band, candidates use appropriate knowledge and terminology but may not fully focus on the question. Candidates are likely to offer more than one reason. **Band 3 (8–10)** The candidates' answer is fully focused on the question. E.g. *positivist believe that research should be reliable they follow scientific method which believes that if research can be replicated and produce the same results that this is evidence that the results are valid.* There is evidence of good use of sociological terms. At the bottom of the band the range of reasons may be narrow. At the top of the band, candidates should offer a range of reasons as well as demonstrate accurate use of sociological concepts.	**10**

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Question	Answer	Mark
1(g)	**To what extent are historical and personal documents representative?** Representativeness refers to the degree to which research findings about one group can be applied to a larger group or similar group. Expect candidates to consider different types of documents the representative nature depends on the type of document being considered. For • Wide range of materials available which can cover large populations so can be representative • Representative of attitudes, norms and values of certain groups e.g. help us to know about the differences in norms and values of different groups • Official statistics like old census records can be very representative because they are large scale • Visual sociology from photographs can be representative of the lives of some groups can show details of large group interactions • Any other reasonable response Against • Bias e.g. contain personal bias which is not representative of the norms and values of the majority e.g. newspapers and speeches • Intelligentsia e.g. certain types of documents only representative of academics e.g. books, novels • Elite e.g. more surviving documents for upper classes and elites, lives of the 'great and good' e.g. parliamentary or church records / legislation • Minority view e.g. too narrow in range to be representative of the whole population diaries, letters and photos • Representative of literate classes e.g. may only tell us about the lives of those who can write e.g. diaries, letters • Any other reasonable response **Band 0** No creditworthy response. A candidate who defines the key term in the question but gets no further should achieve no more than 2 marks **Band 1 (1–4)** Answers in this band may be largely based on common sense showing limited or no knowledge of sociological terms or concepts. At the top of the band, candidates may make one or two general points about historical / personal documents, but they won't be well-linked to the question, e.g. *personal documents can be things like diaries and letters that tell you the life of just one person.*	**15**

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Question	Answer	Mark
1(g)	**Band 2 (5–8)** In this band candidates may approach the question by describing some of the limitations of historical / personal documents. There may be some basic discussion of why these types of documents may be unrepresentative. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to assess whether the personal documents are representative or not. At the top of the band, candidates may offer a description of more than one reason why they are / are not representative. A one-sided answer cannot score higher than 8 marks. Two sided response must show good knowledge to reach band 3 **Band 3 (9–12)** Answers in this band will show good sociological knowledge and understanding of the issues inherent in the question. Sociological terms and concepts will be used with greater accuracy and / or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question. **Band 4 (13–15)** Answers in this band will be clearly focused on the question and address the 'extent' to which historical / personal documents are representative of the wider population. Candidates show excellent grasp of sociological terms and knowledge. At the bottom of the band, candidates will offer a range of arguments both for and against the question but may not offer an evaluative conclusion. At the top of the band, there will also be an evaluative conclusion e.g. 'whilst it could be argued that the some historic and personal documents are not representative as they only reflect the limited experience of small section of society some quantitative historical documents like census materials are representative. To some extent it depends on the nature of the historic or personal document.	

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Question	Answer	Mark
Section B		
Since the mid-twentieth century modern industrial societies have become increasingly child-centred. Evidence in the 'Cost of Raising a Child' report, research carried out in the USA, has shown that since 1960 the cost of raising a child has increased dramatically.		
2(a)	**What is meant by the term 'child-centred'?** Child-centred refers to an approach where the child's needs and wishes are paramount and there is a focus on the child's welfare such that resources are directed towards the child. One mark for partial definition e.g. *looking out for the child* Two marks for clear definition e.g. *where the child's welfare is the number one priority and everything is focused on the child.*	**2**
2(b)	**Describe two ways childhood has changed over time.** Note: Candidates may answer this with reference to either Modern Industrial Society (MIS) or developing countries. Candidates should be expected to demonstrate the change e.g. children used to work alongside adults now they don't as there are laws against it. Possible answers: • Childhood is a protected period where adults have a moral or legal duty to protect the child • Children now have rights e.g. international rights of the child • Children are dependents e.g. their ability to earn and to work is legally restricted so they must depend on adults for basic needs • In MIS they are not usually allowed to work • Opportunities for education have increased and children spend increasing amounts of time in education compared to previous generations • Children's lives have changed due to technology e.g. social media • Any other reasonable response One mark for each change correctly identified (up to maximum of two). One mark for each change that is developed (up to a maximum of two).	**4**

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Question	Answer	Mark
2(c)	**Explain how socialisation is carried out within the family.** Possible answers may include: □ Canalisation □ Manipulation □ Imitation □ Rewards □ Sanctions □ Role models □ Verbal appellation □ Any other reasonable response. **Band 0** No creditworthy response. A candidate who defines the key term in the question but gets no further should achieve 2 marks **Band 1 (1–3)** Answers in this band will show only a limited awareness of how socialisation takes place Responses may be short and under developed. At the top of the band, there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points. Answers may be placed broadly within the concept of socialisation in general. One well developed explanation can be at the bottom of band 2 **Band 2 (4–6)** A clear and accurate explanation showing good sociological knowledge and understanding of the ways socialisation is carried out, which is supported by relevant examples. Sociological terms should be expected. At the top of the band candidates will use sociological terms and concepts, referring to a range of factors (3 or more well explained methods of socialisation are enough to reach the top of the band). Candidates will clearly address the nature of socialisation within the family.	**6**

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Question	Answer	Mark
2(d)	**Explain why sanctions are applied to individuals who do not conform.** Candidates must focus on why sanctions are applied; candidates who just describe sanctions should not receive more than 4 marks. Candidates are likely to focus on negative sanctions to answer this question but it is equally valid to think about positive sanctions. Positive sanctions may be discussed in the context of a non-conformist sub-culture. <u>Possible answers may include:</u> □ Need for social order □ To prevent deviance □ To prevent crime □ Need to maintain social control □ Need for the powerful to maintain their power □ To prevent chaos, confusion and disorder □ To get them to conform either by coercion or reward □ So that norms and values of society are not undermined □ Marxist view – to maintain capitalism □ Feminist view – to maintain patriarchy □ Functionalist view □ Any other reasonable response **Band 0** No creditworthy response. **Band 1 (1–3)** Answers in this band will show only a limited awareness of why sanctions are applied. There may be some discussion of sanctions but this may not be directed to the question. Responses may be short and undeveloped. Sociological terms and concepts are unlikely to be used. At the bottom of the band, expect one weak point. At the top of the band, candidates may offer more than one weak point. **Band 2 (4–6)** Answers in this band will show basic sociological knowledge and understanding. Responses may be underdeveloped and lacking in range. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Answers may focus on describing sanctions; this may include description of positive and negative sanctions e.g. There are two types of sanctions that can be used one is negative, like prison and fines which try to force people to conform the other is positive which try to persuade people to conform. At the top of the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed.	**8**

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Question	Answer	Mark
2(d)	Answers which describe, rather than explain why should not be given more than 4 marks. **Band 3 (7–8)** Answers in this band will show good sociological knowledge and understanding of why sanctions are applied and will be well developed and explained. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.	
2(e)	**To what extent do the roles of children vary between cultures?** Possible answers may include: For □ Roles differ with norms and values of different cultures like those of adults e.g. some cultures have greater expectations of obedience to adults than others □ Roles may differ according to religion and tradition e.g. rites of passage may see children achieve different roles at different times □ Children are dependents in some cultures □ Child soldiers exist in some cultures □ Children may have the role of earner rather than dependent e.g. an economic role □ Children may have the role of carer □ Any other reasonable response Against □ All children are dependent to some extent □ Children do not have the same rights as adults □ All children go through a period of education / learning / apprenticeship □ Child is a distinct phase of life and there is a rite of passage to take on the role of adult □ Gender more important than culture □ Biological differences between child and adult □ Some roles are almost universal e.g. son / daughter □ Any other reasonable response **Band 0** No creditworthy response. **Band 1 (1–4)** Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Responses may be short, undeveloped and one-sided. E.g. '*Not all children have the same sort of childhood some children have to work.'* At the bottom of the band, use of sociological terms or concepts is very unlikely. At the top of the band, candidates may understand the meaning of roles or be able to list some examples of roles children play but have no understanding of the premise of question.	**15**

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Question	Answer	Mark
2(e)	**Band 2 (5–8)** In this band candidates will show some basic knowledge of the debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may describe examples of the roles of a child e.g. *in some societies children have to be the main bread winner because their parents are too ill to work.* A one-sided answer cannot score higher than 8 marks. Two sided answers must show good sociological knowledge and understanding to reach band 3. **Band 3 (9–12)** Answers in this band will show good sociological knowledge and understanding of the debate about whether children's roles vary between cultures. Sociological terms and concepts will be used with greater accuracy and / or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question. **Band 4 (13–15)** Answers in this band will show an excellent knowledge and understanding of the debate. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion. E.g. '*to some extent the idea of childhood and the role of the child as a learner may exist in many cultures but the roles played by children can vary greatly. In the developed world children are usually dependents whilst in the developing world children can be the main bread winner or even combatants in a war.*	

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Question	Answer	Mark
Section C		
In many countries top jobs in government and the legal system are dominated by the elite. This means there is limited social mobility and distinct social classes still exist.		
3(a)	**What is meant by the term 'elite'?** Elite refers to those at the highest level in society, those with the best life chances. One mark for partial definition e.g. *upper class / ruling class* Two marks for clear definition e.g. *the highest level of society with all the best life chances / high status / power.*	**2**
3(b)	**Describe two social classes.** <u>Possible answers may include:</u> □ Upper class / ruling class □ Upper middle class □ Lower middle class □ Middle class □ Working class □ Underclass □ Any other reasonable response Note: allow 'lower' class as working class. One mark for each social class correctly identified (up to maximum of two). One mark for each social class that is developed (up to a maximum of two). Development alone can be credited – 2 marks	**4**
3(c)	**Explain how members of the upper class are able to maintain their social position.** Candidates are likely to answer this question in the context of avoiding downward mobility. <u>Possible responses may include:</u> □ Elite self-recruitment □ Better life chances e.g. access to better education leading to better qualifications and job prospects □ Access to wealth and resources □ Networking including 'old boys' network □ Access to power and the powerful □ Legal and social structures which allow them to maintain their lands, property, status etc. □ Educational differences □ Healthcare differences □ Ascribed status doesn't change □ Any other reasonable response	**6**

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Question	Answer	Mark
3(c)	**Band 0** No creditworthy response. **Band 1 (1–3)** Answers in this band will show only a limited awareness of how the upper class maintain their social position. Responses may be short and under developed. At the top of the band, there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points. Answers may be placed broadly within the concept of social class position in general. **Band 2 (4–6)** A clear and accurate explanation showing good sociological knowledge and understanding of the ways social class position can be maintained. Sociological terms should be expected. At the top of the band candidates will use sociological terms and concepts, referring to a range of factors (3 or more well explained examples of how the upper class maintain their social position, is enough to reach the top of the band).Candidates will address the notion of how social class positions are maintained.	
3(d)	**Explain why lifestyle can be used as an indicator of an individual's social class.** Candidates must focus on why lifestyles can be used as an indicator of social class; candidates who just describe should not receive more than 4 marks. Candidates need to show awareness that some commentators have highlighted lifestyle differences as a way of distinguishing between social classes. <u>Possible responses may include:</u> • Those who enjoy so called high culture e.g. western style opera or ballet may be seen as upper class / upper middle class • Working class pastimes may be viewed as going to a football match on Saturday • Middle class have dinner parties and go to theatre • Working class go out drinking on Friday night • Jet set / pop aristocracy life style for the upper class to distinguish them from the middle class but also distinguish them from entrepreneurial rich who tend to work more – board meetings etc. • Underclass has a culture of poverty or be people who rely on welfare or who laze about all day. • Educational differences – access to the best schooling resulting in good qualification and access to best employment opportunities and 'old boys' networks • Healthcare differences access to the best health provisions ensures that their health is maintained and their life chances are not restricted by illness • Consumption choices e.g. in terms of consumer culture • Popular culture – often seen as inferior to high culture • Any other reasonable response	**8**

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Question	Answer	Mark
	Band 0 No creditworthy response. A candidate who defines the key term in the question but gets no further should achieve no more than 2 marks **Band 1 (1–3)** Answers in this band will show only a limited awareness of why lifestyle can be an indicator of social class position. There may be some discussion of wealth and privilege but this may not be directed to the question. Responses may be short and undeveloped. Sociological terms and concepts are unlikely to be used. At the bottom of the band, expect one weak point. At the top of the band, candidates may offer more than one weak point. **Band 2 (4–6)** Answers in this band will show basic sociological knowledge and understanding. Responses may be underdeveloped and lacking in range. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Answers may focus on describing social class differences; this may include description of different cultures and their values *e.g. many working class people are more interested in popular culture but upper classes would spend their leisure time participating in live high culture events like classical music concerts or opera.* At the top of the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed. **Band 3 (7–8)** Answers in this band will show good sociological knowledge and understanding of how lifestyle can be seen as an indicator of social class and this will be well developed and explained. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.	
3(e)	**To what extent do barriers to social mobility remain in modern industrial societies?** Social mobility refers to a movement of individuals or groups from one social class to another. The key to this question is that candidates understand that whilst many Modern Industrial Societies are nominally open and meritocratic individuals with certain social characteristics are likely to experience more barriers, especially to upward mobility.	**15**

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Question	Answer	Mark
3(e)	Possible answers may include: For • unequal access to opportunities e.g. education • discrimination based on gender, ethnicity, social class, disability • ascribed status e.g. family name, status or title may give some opportunities for mobility which others lack • patriarchy may prevent female mobility • social closure e.g. hidden barrier exist like not having the correct accent to do a particular job • Marxism e.g. system works against those from lower social classes • Weberanism e.g. those born in working class have fewer life chances • feminism e.g. women face glass ceiling in employment • any other reasonable response Against • functionalism-society is meritocratic and those with ability will reach the top • post modernism-barriers no longer there • equal opportunities legislation • in an open society there is always the opportunity for mobility even if it is through luck or marriage • education is now available to everyone • Any other reasonable response. **Band 0** No creditworthy response. Note: A candidate who defines the key term in the question but gets no further should achieve no more than 2 marks. **Band 1 (1–4)** Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Responses may be short, undeveloped and one-sided. e.g. '*there is always the chance for mobility if you work hard.'* At the bottom of the band, use of sociological terms or concepts is very unlikely. At the top of the band, candidates may understand the meaning of social mobility or be able to list some examples of mobility e.g. *you can achieve mobility if you marry someone rich and if you win the lottery,* but have no understanding of the premise of question. **Band 2 (5–8)** In this band candidates will show some basic knowledge of the debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may describe examples of mobility e.g. *a son can be upwardly mobile if he works hard at school even though his father was a fisherman, he can be a doctor.*	

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Question	Answer	Mark
3(e)	Note: A one-sided answer cannot score higher than 8 marks. Two sided answers must show good sociological knowledge and understanding to reach band 3. **Band 3 (9–12)** Answers in this band will show good sociological knowledge and understanding of the debate about whether there are still obstacles to mobility or not. Sociological terms and concepts will be used with greater accuracy and / or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question. **Band 4 (13–15)** Answers in this band will show an excellent knowledge and understanding of the debate. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion. e.g. '*whilst modern industrial societies are open societies and mobility is not prevented on the grounds of ascribed characteristics those with certain characteristic may find it more difficult to be mobile. These individuals may have life chances which are worse than others without these characteristics.*	

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Cambridge O Level

Cambridge International Examinations
Cambridge Ordinary Level

SOCIOLOGY **2251/13**

Paper 1 **May/June 2017**

2 hours (including 15 minutes' reading time)

No Additional Materials are required.

1778921725 2

READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Answer Question 1 and **either** Question 2 **or** Question 3.
The number of marks is given in brackets [ ] at the end of each question or part question.

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CAMBRIDGE International Examinations

Section A: Theory and methods

Answer Question 1.

1 Source A

Children at war

CHILD SOLDIERS

Child **soldier**. Some words don't belong together.

It's bad enough that children's lives are torn apart by wars they didn't start. But when they're forced into fighting in the conflict themselves, it causes psychological and physical damage that can often never be repaired.

Every child has the right to go to school and to live free from violence. Using children as soldiers is a breach of those rights and it is simply wrong.

THERE ARE ESTIMATED TO BE 250,000 CHILD SOLDIERS IN THE WORLD. 40% OF CHILD SOLDIERS ARE GIRLS

Key facts and statistics about child soldiers

- There are an estimated 250,000 child soldiers in the world today.
- Many rebel groups use child soldiers to fight the government, but some governments also use child soldiers in armed conflict.
- Not all children take part in active combat. Some are also used as porters, cooks and spies.
- As part of their recruitment, children are sometimes forced to kill or hurt a family member – thus breaking the bonds with their community and making it difficult for them to return home.

This image is an example of secondary data from the website of the charity 'War Child'.

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3

(a) From Source A, identify **two** facts a sociologist might learn about the impact of war on children. [2]

(b) Identify **two** ways in which secondary data may be biased. [2]

(c) Using information from Source A, describe **two** ways of using secondary data in sociological research. [4]

(d) Describe **two** limitations of using field experiments in sociological research. [4]

(e) Describe **two** strengths and **two** limitations of using case studies in sociological research. [8]

(f) Explain why primary data may not be valid. [10]

(g) To what extent is the interpretivist approach the best way of conducting sociological research? [15]

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Answer **either** Question 2 **or** Question 3.

Section B: Culture, identity and socialisation

2 In modern multicultural society the experience of socialisation can be diverse. Cultural diversity may mean that socialisation in the family does not produce value consensus. Despite cultural diversity, there are certain universal values that all members of society share.

(a) What is meant by the term 'multicultural society'? [2]

(b) Describe **two** processes of socialisation. [4]

(c) Explain how value consensus is maintained. [6]

(d) Explain why diversity can result in conflict in society. [8]

(e) To what extent are values socially constructed? [15]

Section C: Social inequality

3 The poverty line is the dividing point between those who are poor and those who are not. The official poverty line used in the UK is 60% of the average income. Those living below this line can experience poor life chances.

(a) What is meant by the term 'income'? [2]

(b) Describe **two** causes of poverty in modern industrial societies. [4]

(c) Explain how governments can redistribute wealth in society. [6]

(d) Explain why life chances differ between social groups. [8]

(e) To what extent does gender discrimination still exist in modern industrial societies? [15]

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Cambridge International Examinations
Cambridge Ordinary Level

SOCIOLOGY **2251/13**

Paper 1 **May/June 2017**

MARK SCHEME

Maximum Mark: 80

Published

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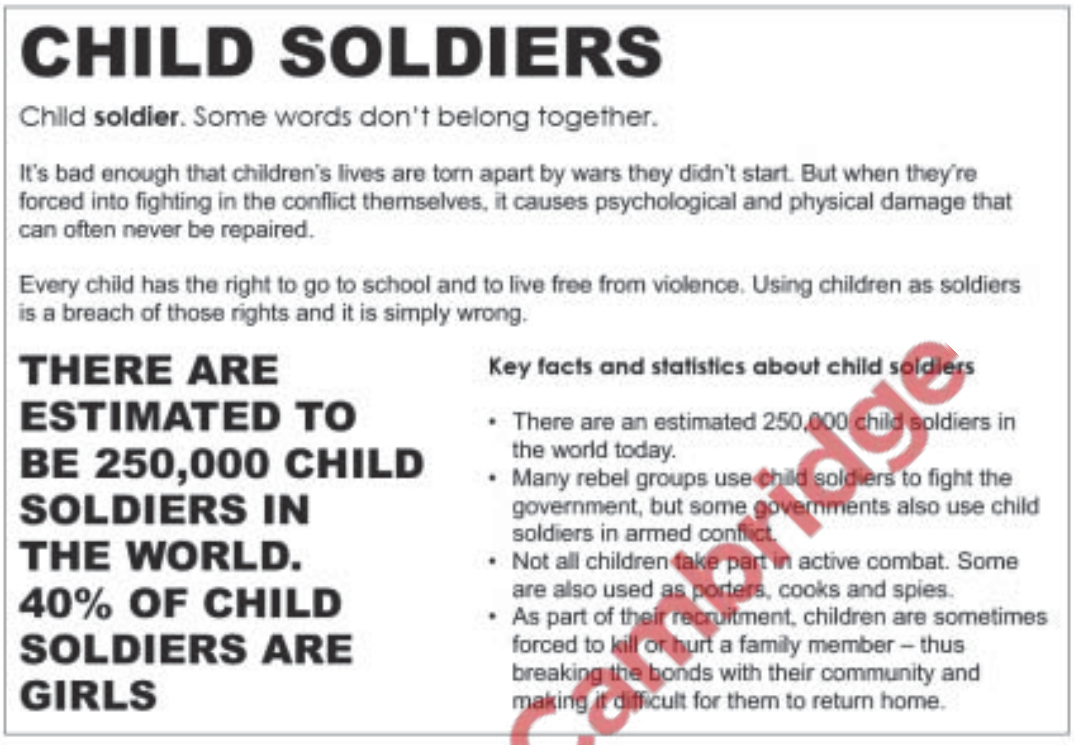
Section A

Question	Answer	Marks
Source A – Children at war  This image is an example of secondary data from the website of the charity 'War Child'.		
1(a)	**From Source A, identify two facts a sociologist might learn about the impact of war on children.** Any two facts from: ☐ 250 000 child soldiers ☐ 40% girls ☐ Not all directly involved in combat ☐ Wives of combatants ☐ Forced to kill family member ☐ Some governments use child soldiers ☐ Psychological and physical damage ☐ Any other reasonable response One mark for each fact correctly identified up to a maximum of two.	**2**

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Question	Answer	Marks
1(b)	**Identify two ways in which secondary data may be biased.** Possible answers: • May be produced for political motives • May be trying to promote a particular message e.g. message of a charity • May reflect the views of ideology of the group/individual producing the data • May be promoting self-interest • May contain lies or exaggeration • May be written for profit • May be written with the intention of publication • Can't check for validity of secondary source • Any other reasonable response. Two marks for any two methods identified. (Up to a maximum of two). Note: answers must be focused on bias not just generally about problems with secondary data	**2**

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Question	Answer	Marks
1(c)	**Using information from Source A, describe two ways of using secondary data in sociological research.** Possible answers include: • For information to support research e.g. statistics 250 000 child soldiers • Content analysis to establish views and opinions e.g. emotive language, like 'damage' and 'repair' • Looking for bias and stereotypes e.g. 'some words don't belong together' suggesting stereotype of childhood • As a stimulus for focus group/audience reaction • As a stimulus for Interviews and questionnaires to gauge reaction • To save time and money e.g. there is readily available facts and data like 250 000 child soldiers • Any other reasonable response Band 0 No creditworthy response. Band 1 (1–2) Answers at the bottom of the band will offer one way without interpretation of Source A. Answers at the top end of the mark band may offer two reasons but without reference to Source A. *e.g. Sociologists could do content analysis* Band 2 (3–4) **To reach this band candidates must make reference to Source A.** They will begin to show the ability to interpret data and use it to support their answer. To reach the top of the band candidates will give two reasons with development and reference to the Source A. e.g. *Sociologist might use secondary data to look for bias. In source A you can see that there is a lot of emotive language to get the audience involved it talks about horrendous breaches and 'damage' that can never be repaired.*	**4**

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Question	Answer	Marks
1(d)	**Describe two limitations of using field experiments in sociology research.** Field experiment = an experiment undertaken in the community rather than in a controlled environment. Possible answers - May lack validity - Researcher may only record what is relevant to his research - May create observer effect - Group may change their behaviour - May not be representative - May be difficult to replicate/low reliability - Time – it takes a lot of effort - Can be expensive – needs trained researchers - Any other reasonable response One mark for each limitation correctly identified (up to a maximum of two). One mark for each point that is developed (up to a maximum of two). Note: time and cost **must** be qualified generic statements e.g. *'time and cost'*	**4**

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Question	Answer	Marks
1(e)	**Describe two strengths and two limitations of using case studies sociological research.** Possible answers: Strengths: • Allow different aspects of the case being studied to be explored using appropriate methods • Can provide deep and detailed accounts of the case • It may be possible to draw wider conclusions from a careful selected and well conducted case study • Can produce findings that can be tested by other research elsewhere • May allow greater rapport/understanding • Any other reasonable response Limitations: • The findings may only apply to this single case and generalisation may not be possible • The findings could be impossible to replicate/unreliable • Greater chance of research effect • Higher chance of researcher bias • Can be relatively expensive and time consuming compared to other methods (candidates need to qualify this statement) • Any other reasonable response. Four marks are available for strengths and four marks for limitations. One mark for each strength correctly identified (up to a maximum of two). One mark for each strength that is developed (up to a maximum of two). One mark for each limitation correctly identified (up to a maximum of two). One mark for each limitation that is developed (up to a maximum of two).	8

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Question	Answer	Marks
1(f)	**Explain why primary data may not be valid.** It is acceptable for candidates to focus on a particular primary method or primary methods in general. Possible answers: • it may be biased e.g. reflect the interests of the researcher or their sponsors • They may be unrepresentative of the whole population therefore generalisations could not be made because the data is too small scale • Social constructs unique to a particular situation • May be political biased e.g. official crime and unemployment stats. • Reflect the views only of the individuals or organisations producing them • Many exclude the marginalised in society e.g. household surveys not including the view of homeless • Interviews may contain leading questions • Questionnaires may not be answered by the target audience • Observations may produce Hawthorne effect • Research may only select data that supports their hypothesis • Some research may be out of date before it is published e.g. from longitudinal study • Any other reasonable response. Band 0 No creditworthy response. Band 1 (1–3) Answers at this level are likely to show limited understanding and be based on common sense or demonstrate little in the way of clear sociological knowledge or terminology. At the bottom of the band candidates may make only one brief over simplistic point e.g. *because they are biased*. At the top of the band candidates may begin to use some appropriate knowledge or terminology. Candidates may only give one reason. e.g. *Primary data may not be valid because the people who produced it may be biased.* Band 2 (4–7) At the bottom of the band, candidates demonstrate basic understanding of the issue and begin to use some appropriate knowledge and terminology. Supporting explanation may be weak or over simplistic. e.g. *Primary data can lack validity because it is unrepresented because it was too small scale and generalisations can't be drawn from it.* At the top of the band, candidates use appropriate knowledge and terminology but may not fully focus on the question. Candidates are likely to offer more than one reason e.g. *Secondary data can lack validity because it is unrepresented of the whole of society or the social group being studied also because it is electronic it may have been edited to give a favourable view of the individual or group.*	**10**

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Question	Answer	Marks
	Band 3 (8–10) The candidates' answer is fully focused on the question. e.g. *the problem with primary data is that it may be biased because the individuals producing it want to show themselves in a positive light so they may not tell the truth about themselves, for example official statistic produced by the government may use calculations that appear to suggest crime or unemployment have gone down...* There is evidence of good use of sociological terms. At the bottom of the band the range of reasons may be narrow. At the top of the band, candidates should offer a range of reasons as well as demonstrate accurate use of sociological concepts.	

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Question	Answer	Marks
1(g)	**To what extent is the interpretivist approach the best way of conducting sociological research?** Candidates are expected to show an awareness of the Interpretivist tradition. They should also be expected to explain the limitations and criticisms of the interpretivist approach. Arguments for: • Depth and meaning are achieved • Micro scale • Understanding motive and meaning in social actions • Establishing social reality • More valid • Any other reasonable response Arguments against: • Unreliable • Can't be generalised and is therefore unrepresentative • Difficult to establish social facts • Can't be replicated/unreliable • Most research is carried out using multiple methods because these methods have their weaknesses too • Triangulation is usually seen as the best way • Any other reasonable response Band 0 No creditworthy response. **Candidates who offer a definition with no further development should achieve 2 marks.** Band 1 (1–4) Answers in this band may be largely based on common sense showing limited or no knowledge of sociological terms or concepts. At the top of the band, candidates may make one or two general points about Interpretivism, but they won't be well-linked to the question, e.g. interpretivism looks at society on the micro scale. Band 2 (5–8) In this band candidates may approach the question by describing some of the differences between positivist research and Interpretativist research. There may be some basic discussion of why there are differences in research methods between the two. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to assess whether the distinction is of any relevance in modern sociological research. At the top of the band, candidates may offer a description of more than one issue.	**15**

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Question	Answer	Marks
	A one-sided answer cannot score higher than 8 marks. Two sided answers must show good sociological knowledge to reach band 3. Band 3 (9–12) Answers in this band will show good sociological knowledge and understanding of the issues inherent in the question. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question. Band 4 (13–15) Answers in this band will be clearly focused on the question and address the 'extent' to which research perspectives is still relevant. Candidates show excellent grasp of sociological terms and knowledge. At the bottom of the band, candidates will offer a range of arguments both for and against the question but may not offer an evaluative conclusion. At the top of the band, there will also be an evaluative conclusion e.g. *'whilst it could be argued that interpretivist methods allow researchers greater depth of understanding of social actions the majority of modern research uses multiple methods drawing on both the interpretivist and positivist traditions to avoid the weaknesses inherent in each methodological tradition.'*	

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Section B

In modern multicultural society the experience of socialisation can be diverse. Cultural diversity may mean that socialisation in the family does not produce value consensus. Despite cultural diversity, there are certain universal values that all members of society share.

Question	Answer	Marks
2(a)	**What is meant by the term 'multicultural society'?** Multicultural society = a society where there are lots of different cultures existing side by side. One mark for partial definition e.g. lots of cultures Two marks for clear definition e.g. a society where a diverse range of cultures co-exist.	**2**
2(b)	**Describe two processes of socialisation.** Possible answers include: - Manipulation - Canalisation - Imitation - Coercion - Rewards and sanctions - Labelling - Role modelling - Through primary agents of socialisation - Through secondary agents of socialisation - Any other reasonable response One mark for each method correctly identified (up to maximum of two). One mark for each method that is developed (up to a maximum of two).	**4**

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Question	Answer	Marks
2(c)	**Explain how value consensus is maintained.** Candidates are expected to consider the role of the various agents and processes of socialisation in maintaining shared values they might usefully discuss: - Functionalist theory – serves interest of society and avoids chaos - Processes of socialisation learning common norms and values especially during secondary socialisation - Hidden curriculum in school e.g. Hierarchy/respect for authority - Role of the media reinforcing values and norms of behaviour - Peer pressure in enforcing values - Coercion e.g. those who don't conform to the consensus face bullying - Work e.g. values like authority punctuality are reinforced - Family e.g. values of respect for elders - Religion e.g. reinforcing patriarchy - False consciousness e.g. loyalty to employer - False needs e.g. media creates needs through advertising - Marxist view e.g. agencies of socialisation are part of the ideological state apparatus - Any other reasonable response Band 0 No creditworthy response. Band 1 (1–3) Answers in this band will show only a limited awareness of how value consensus is maintained. Responses may be short and un/under developed. At the top of the band, there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points. Answers may be placed broadly within the concept of value consensus in general. Band 2 (4–6) A clear and accurate explanation showing good sociological knowledge and understanding of the ways value consensus is maintained, which is supported by relevant examples. Sociological terms should be expected. At the top of the band candidates will use sociological terms and concepts, referring to a range of factors. Candidates will address the notion of value consensus and how these values are maintained.	**6**

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Question	Answer	Marks
2(d)	**Explain why diversity can result in conflict in society.** Candidates are likely to look at how diversity can result in values and norms not being shared and consequently the differences leading to conflict. This does not have to be conflict in the sense of warfare. - Sub-culture e.g. gang warfare - Ethnicity e.g. discrimination on grounds of ethnicity leading to feelings of marginalisation and unrest, riots revolts rebellions - Gender e.g. conflict over gender roles - Age e.g. youth rebellion - Culture clash - Civil war e.g. conflict between minority and majority ethnic groups or social classes - Rebellion e.g. youth rebellion against mainstream culture - Religious traditions conflicting with legislation e.g. wearing a hijab conflicting with requirement of witness to show their face in western courts - Any other reasonable response. Band 0 No creditworthy response. Band 1 (1–3) Answers in this band will show only a limited awareness of the problems caused by cultural diversity. There may be some discussion of culture but this may not be directed to the question. Responses may be short and undeveloped. Sociological terms and concepts are unlikely to be used. At the bottom of the band, expect one weak point. At the top of the band, candidates may offer more than one weak point. e.g. *people don't get on with each other because they have different backgrounds.* Band 2 (4–6) Answers in this band will show basic sociological knowledge and understanding. Responses may be underdeveloped and lacking in range. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Answers may focus on describing diversity; this may include description of different cultures and their values e.g. *In some cultures it is acceptable to wear your shoes in the house but in others this might be viewed as an insult if a visitor didn't remove their shoes.* At the top of the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed. Band 3 (7–8) Answers in this band will show good sociological knowledge and understanding of how diversity might lead to conflict and will be well developed and explained. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.	**8**

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Question	Answer	Marks
2(e)	**To what extent are values socially constructed?** Candidates will be expected to engage in the debate about whether all values are social constructs unique to an individual society or group or whether there are some values shared by all human beings. For: - Wealth e.g. Sioux value generosity over acquisition of wealth - Ageism in western society - Life in warfare - National laws - International laws - Any other reasonable response Against - Value of life - Property - Respect for elders - Education - Generally agreed outlawing of incest - Any other reasonable response Band 0 No creditworthy response. Band 1 (1–4) Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Responses may be short, undeveloped and one-sided. e.g. *'there are some values that everyone shares.'* At the bottom of the band, use of sociological terms or concepts is very unlikely. At the top of the band, candidates may understand the meaning of universal values or be able to list some universal values but have no understanding of the premise of question. Band 2 (5–8) In this band candidates will show some basic knowledge of the debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may describe examples of universal values e.g. *The right to life is a universal value in all societies there are laws to protect the lives of others this might suggest that they are not socially constructed*	**15**

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Question	Answer	Marks
	A one-sided answer cannot score higher than 8 marks. Two sided response must show good sociological knowledge to reach this band. Band 3 (9–12) Answers in this band will show good sociological knowledge and understanding of the debate about whether there are universal values. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question. Band 4 (13–15) Answers in this band will show an excellent knowledge and understanding of the debate. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided **and** balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion. e.g. '*Human beings may appear to share some values but there are very few which could be regarded as truly universal it would be more realistic to suggest that most values are social constructs.*	

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Section C

The poverty line is the dividing point between those who are poor and those who are not. The official poverty line used in the UK is 60% of the average income. Those living below this line can experience poor life chances.

Question	Answer	Marks
3(a)	**What is meant by the term 'income'?** Income = The amount of money/wealth individuals acquire One mark for partial definition e.g. *your wages* Two marks for clear definition e.g. *your wages and any other money that you might have from investments, pensions, profits, etc.'*	**2**
3(b)	**Describe two causes of poverty in modern industrial societies.** - Unemployment – inadequate income to meet needs for minimum standard of life in society due to lack of work/low levels of employment benefit - Underemployment – inadequate income caused by irregular employment - Disability – low income due to restricted or inability to participate employment market/low levels of benefit/expense of specialist treatments resources and equipment. - Discrimination – lack of access to better paid jobs/other factors restricting life chances - Poverty trap – benefits and wages too low to better yourself - Social exclusion – opportunities not there - Marxist views – capitalist interested in making profits/reserve army of labour - Feminist views – dual labour market/reserve army/glass ceiling - Functionalist view – lack of effort or ability - Age e.g. elderly unable to work or have inadequate pension - Lack of education restricting access to higher paid jobs - Inadequate benefits or state support - Culture of poverty/fatalism/immediate gratification - Cycle of poverty/deprivation - Economic collapse/economic depression/economic instability e.g. rapid inflation/hyperinflation - Corruption - Any other reasonable response. One mark for each cause correctly identified (up to maximum of two). One mark for each cause that is developed (up to a maximum of two).	**4**

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Question	Answer	Marks
3(c)	**Explain how governments can redistribute wealth in society.** Possible responses: - Welfare e.g. paying benefits to help people have decent standard of living - Taxation e.g. taxing the wealthy to have the government income to pay benefits - Corruption e.g. awarding financially beneficially contracts to friends and family - Economic development e.g. public works to boost the economy and create employment, raise spending and tax revenues - Government policy to help disadvantaged groups e.g. sure start - Economic investment e.g. apprenticeships and training schemes - Use of foreign aid - Employment schemes - Redistribution of property e.g. communist state taking all private property into public ownership - Any other reasonable response Band 0 No creditworthy response. Band 1 (1–3) Answers in this band will show only a limited awareness of the ways governments might redistribute wealth. Responses may be short and un/under developed. At the top of the band, there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points. Answers may be placed broadly within the concept of wealth in general. Band 2 (4–6) A clear and accurate explanation showing good sociological knowledge and understanding of the concepts of redistribution of wealth and life chances which is supported by relevant examples. Sociological terms should be expected. At the top of the band candidates will use sociological terms and concepts, referring to a range of factors. Candidates will address how the government might redistribute wealth.	**6**

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Question	Answer	Marks
3(d)	**Explain why life chances differ between social groups.** Candidates can explain differences related to: - Ascribed status - Discrimination/racism/ sexism/ageism - Inequality at birth - Lack of opportunity - Lack of education - Marxist views - Feminist views - Functionalist views - Weberian views - Any other reasonable response Band 0 No creditworthy response. Band 1 (1–3) Answers in this band will show only a limited awareness of why lack of power may be linked to discrimination. There may be some discussion of life chances but may not be directed to the question. Responses may be short and undeveloped. Sociological terms and concepts are unlikely to be used. At the top of the band, candidates may offer more than one weak point. Band 2 (4–6) Answers in this band will show basic sociological knowledge and understanding. Responses may be underdeveloped and lacking in range. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Answers may focus on describing life chances; this may include description of the causes of differential life chances, without any attempt to explain why they differ. e.g. '*Working class people may have lower life chances they often fail to get the same level of education as the rich.'* At the top of the band, candidates may begin to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed. Band 3 (7–8) Answers in this band will show good sociological knowledge and understanding of why some groups have better life chances than others and this will be well-developed and explained. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.	**8**

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Question	Answer	Marks
3(e)	**To what extent does gender discrimination still exist in modern industrial societies?** Credit responses that recognise that gender discrimination may be discrimination against males as well as females. Note: responses must focus on MIS. For - Feminist views – inequalities in the labour market e.g. pay gap/glass ceiling/domestic division of labour - Functionalist view – meritocracy - Religious views e.g. love honour and obey - Unequal distribution of wealth and power - Persistence of patriarchal structures in society - Media representations of women still stereotypical and contribute to discrimination - Bias in legal system e.g. favouring male or female child custody - Nature works against women because they have to bare children - Any other reasonable response. Against - Impact of anti-discrimination legislation - More opportunities in labour market - Changes to education system have benefitted females e.g. coursework in examinations - Other social characteristics are more important e.g. age, social class/status - Single sex shortlists e.g. in job and political selection - Post-modernist views – rational choice e.g. women choose part time jobs because they want to be with their children - Any other reasonable response. Band 0 No creditworthy response. Band 1 (1–4) Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Responses may be short, undeveloped and one-sided. e.g. '*there is still gender discrimination because women don't get paid the same as men.'* At the bottom of the band, use of sociological terms or concepts is very unlikely. At the top of the band, candidates may understand the meaning of gender discrimination or be able to list some types of gender discrimination but have no understanding of the premise of question.	**15**

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Question	Answer	Marks
	Band 2 (5–8) In this band candidates will show some basic knowledge of the debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may describe examples of gender discrimination e.g. *There is still gender discrimination in the work place, women often get lower pay than men and there are few women in the top jobs like CEOs of big companies.* **A one-sided answer cannot score higher than 8 marks. Two sided response must show good sociological knowledge to access band 3** Band 3 (9–12) Answers in this band will show good sociological knowledge and understanding of the debate about whether there is still gender discrimination. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question. Band 4 (13–15) Answers in this band will show an excellent knowledge and understanding of the debate. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided **and** balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion. e.g. '*despite much legislation in MIS to ensure equality, gender still plays an important role in an individual's life chances a women's chances of achieving a top role and breaking through the glass ceiling are still limited therefore gender is still an important factor in MIS.*	

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Cambridge O Level

Cambridge International Examinations
Cambridge Ordinary Level

SOCIOLOGY **2251/12**

Paper 1 **October/November 2017**

2 hours (including 15 minutes' reading time)

No Additional Materials are required.

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READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Answer Question 1 and **either** Question 2 **or** Question 3.
The number of marks is given in brackets [ ] at the end of each question or part question.

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CAMBRIDGE International Examinations

Section A: Theory and methods

Answer Question 1

1 Source A

In general, family rules about media use in the home are typically less important to children than they are to their parents. For example, one middle-class British father claimed that he censored television for his children and would not allow them to watch television after 9pm. However, in another room, talking to another interviewer his sons (aged 13 and 10) said something very different.

Quotes from the interview

Interviewer: Do your parents have lots of rules that you follow about television?

Son 1: No, not really rules.

Interviewer: Rules about what time you have got to go to bed?

Son 2: Yes.

Son 1: They tell us to go up to our bedrooms at about 9.30pm and then we just watch television in our bedrooms until they come up and tell us to switch it off.

Son 2: They shout at you and tell you to turn it off.

Interviewer: When do they tell you to do that?

Son 1: At about 11pm.

Adapted from Moira Bovill and Sonia Livingstone 'Children and their Changing Media Environment'.

(a) Using Source A, identify **two** findings from the interview. [2]

(b) Identify **two** types of interview that might be used to research home life. [2]

(c) Using information from Source A, describe **two** ways researchers attempt to ensure the validity of their research. [4]

(d) Describe **two** ways the interviewer may cause bias when carrying out sociological research. [4]

(e) Describe **two** strengths and **two** limitations of the micro approach to sociological research. [8]

(f) Explain why it would be difficult to make generalisations from a single interview. [10]

(g) To what extent do Marxists and feminists have different views about society? [15]

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Answer **either** Question 2 **or** Question 3

Section B: Culture, identity and socialisation

2 Children are socialised through a variety of processes, this includes imitation. Children who have inadequate socialisation may not share the same norms and values as their peers.

(a) What is meant by the term 'imitation'? [2]

(b) Describe **two** processes of primary socialisation, apart from imitation. [4]

(c) Explain how children are socialised by agencies of secondary socialisation. [6]

(d) Explain why inadequate socialisation may have negative consequences for the individual. [8]

(e) To what extent is education the most important agency of secondary socialisation? [15]

Section C: Social inequality

3 Women are still disadvantaged in modern industrial societies. They often have to take paid employment and look after a family. Women are less likely, because of the gendered division of labour, to have the best life chances.

(a) What is meant by the term 'gendered division of labour'? [2]

(b) Describe **two** examples of gender discrimination. [4]

(c) Explain how women's roles have changed in modern industrial societies. [6]

(d) Explain why women continue to experience discrimination in employment. [8]

(e) To what extent is income the most important influence on life chances in modern industrial societies? [15]

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Cambridge Assessment International Education
Cambridge Ordinary Level

SOCIOLOGY **2251/12**

Paper 1 **October/November 2017**

MARK SCHEME

Maximum Mark: 80

Published

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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Section A

Question	Answer	Marks
	Source A In general, family rules about media use in the home are typically less important to children than they are to their parents. For example, one middle-class British father claimed that he censored television for his children and would not allow them to watch television after 9pm. However, in another room, talking to another interviewer his sons (aged 13 and 10) said something very different. Quotes from the interview Interviewer: Do your parents have lots of rules that you follow about television? Son 1: No, not really rules. Interviewer: Rules about what time you have got to go to bed? Son 2: Yes. Son 1: They tell us to go up to our bedrooms at about 9.30pm and then we just watch television in our bedrooms until they come up and tell us to switch it off. Son 2: They shout at you and tell you to turn it off. Interviewer: When do they tell you to do that? Son 1: At about 11pm. Adapted from Moira Bovill and Sonia Livingstone 'Children and their Changing Media Environment'.	
1(a)	**Using Source A, identify two findings from the interview.** Possible responses include: • Rules are less important to children than parents • Parents are not as strict as they think they are e.g. sons still haven't turned the TV off at 11pm • Rules are more flexible than parents state • They are not allowed to watch TV after 9 p.m. • Any other reasonable response One mark for each finding correctly identified up to a maximum of two.	**2**

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Question	Answer	Marks
1(b)	**Identify <u>two</u> types of interview that might be used to research home life.** Group interview Structured interview Semi structured interview Unstructured interview Formal interview Informal interview Any other reasonable response Two marks for any two methods identified. (Up to a maximum of two).	**2**
1(c)	**Using information from source A, describe <u>two</u> ways researchers attempt to ensure the validity of their research.** Using separate interviews for parents and children e.g. in another room Interviewing subjects individually i.e. one to one Informal interview setting Creating a rapport with interviewees Seeking clarification of answer e.g. when do they tell you to do that? Using follow on questions Avoiding leading questions e.g. do you have lots of rules? Avoiding researcher effect Recording the interview for accuracy Any other reasonable response Band 0 No creditworthy response. Band 1 (1–2) Answers at the bottom of the band will offer one reason without use of Source A. Answers at the top end of the mark band may offer two reasons but without using Source A. *e.g. they will try to make the interviewee feel comfortable and so more likely to open up.* Band 2 (3–4) To reach this band candidates must make use of Source A. They will begin to show the ability to interpret the source and use it to support their answer. To reach the top of the band candidates will give two reasons with development and use of Source A. e.g. *They will try to make sure that they get truthful answers from the respondent, taking the children out of the room where their parents are means the children are less likely to be influenced by parental expectations.*	**4**

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Question	Answer	Marks
1(d)	**Describe <u>two</u> ways the interviewer may cause bias when carrying out sociological research.** - May lead the subject - May ask questions they want to know the answers to - Interviewer effect - Interviewee may say what they think the researcher wants to hear - Interviewers body language may indicate a certain response - Interviewers social characteristics may alienate the interviewee - Lack of rapport - Creating biased questions in initial preparation - Asking biased questions in the interview - Bias in analysis of data i.e. ignoring evidence that doesn't match the hypothesis - Any other reasonable response One mark for each way correctly identified (up to a maximum of two). One mark for each point that is developed (up to a maximum of two).	4
1(e)	**Describe <u>two</u> strengths and <u>two</u> limitations of the micro approach to sociological research.** Strengths - Understand feelings - Depth of understanding - Putting yourself in position of the subject - Establish verstehen - More valid - Qualitative data - Any other reasonable response Limitations - Not reliable because usually micro approach is not repeatable - Difficult to quantify - Can't establish social facts - Difficult to generalise - Not representative because of small sample size - Any other reasonable response One mark for each strength correctly identified (up to a maximum of two). One mark for each strength that is developed (up to a maximum of two). One mark for each limitation correctly identified (up to a maximum of two) One mark for each limitation that is developed (up to a maximum of two)	8

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Question	Answer	Marks
1(f)	**Explain why it would be difficult to make generalisations from a single interview.** Possible responses may include: • May not be typical/representative • May not apply to other social classes • May not apply to other countries • May not apply to other subcultures • Possible lack of validity • Sample size may be too small • Possible lack of reliability • Other reasonable responses Band 0 No creditworthy response. Band 1 (1–3) Answers at this level are likely to show limited understanding and be based on common sense or demonstrate little in the way of clear sociological knowledge or terminology. At the bottom of the band candidates may make only one brief over simplistic point e.g. *It doesn't apply to everyone.* At the top of the band candidates may begin to use some appropriate knowledge or terminology. Candidates may only give one reason e.g. *Interviews like the one in Source A may not be typical of all groups.* Band 2 (4–7) At the bottom of the band, candidates demonstrate basic understanding of the issue and begin to use some appropriate knowledge and terminology. Supporting explanation may be weak or over simplistic e.g. *it may not be possible to generalise from a single interview because it may be atypical of society as a whole other families and household may be different.* At the top of the band, candidates use appropriate knowledge and terminology but may not fully focus on the question. Candidates are likely to offer more than one reason e.g. *It may be difficult to generalise from a single interview as a single interview may be unrepresentative of the whole of society, researchers would need a range of families before they could generalise.* Band 3 (8–10) The candidate's answer is fully focused on the question. There is evidence of good use of sociological terms. At the bottom of the band the range of reasons may be narrow. At the top of the band, candidates should offer a range of reasons as well as demonstrate accurate use of sociological concepts.	**10**

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Question	Answer	Marks
1(g)	**To what extent do Marxists and Feminists have different views about society?** Candidates may show an awareness of different types of feminist views and that the biggest area of agreement will be between Marxists and Marxist feminists. For - Patriarchy - Gender specific socialisation - Stereotyped roles - Bias in education system - Glass ceiling in employment - Role of agencies of socialisation - Domestic division of labour - Life chances limited by gender - Male dominated state apparatus - Discrimination based on gender characteristics - Objectification of women - Marxism is gender blind - Any other reasonable response Against - Relationship to means of production (Marxist feminists) - Lack of educational opportunity – working class / women - Material deprivation – working class and women - Hidden curriculum – legitimates gender and class inequality - Life chances limited by social class/gender - Reserve army of labour – working class / women - Both structuralist/ macro approaches - Conflict theories - Both based on inequality - Both theories have theoretical subsets e.g. liberal feminists, neo Marxists - Any other reasonable response Band 0 No creditworthy response. Band 1 (1–4) Answers in this band may be largely based on common sense showing limited or no knowledge of sociological terms or concepts. At the top of the band, candidates may make one or two general points about Marxism/Feminism, but they won't be well-linked to the question, e.g. *There is inequality because the rich have all the opportunities.*	**15**

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Question	Answer	Marks
1(g)	Band 2 (5–8) In this band candidates may approach the question by describing some aspects of Marxism and/or feminism. There may be some basic discussion of differences between Marxism and Feminism. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to assess the differences between the two perspectives. At the top of the band, candidates may offer a description of more than one aspect of Marxism or Feminism. **A one-sided answer cannot score higher than 8 marks.** Band 3 (9–12) Answers in this band will show good sociological knowledge and understanding of the issues inherent in the question. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question. Band 4 (13–15) Answers in this band will be clearly focused on the question and address the 'extent' to which Marxists and Feminists have different views about society. Candidates show excellent grasp of sociological terms and knowledge. At the bottom of the band, candidates will offer a range of arguments both for and against the question but may not offer an evaluative conclusion. At the top of the band, there will also be an evaluative conclusion e.g. *'whilst Marxists and feminists may disagree about the causes of inequality in society they share the same structuralist approach which seeks to explain social phenomenon...*	

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Section B

Question	Answer	Marks
2	**Children are socialised through a variety of processes, this includes through imitation. Children who have inadequate socialisation may not share the same norms and values as their peers.**	
2(a)	**What is meant by the term 'imitation'?** Imitation - copying behaviour and roles that are observed One mark for partial definition e.g. copying Two marks for clear definition e.g. copying the norms of behaviour and roles you observe appropriate to your identity or status.	**2**
2(b)	**Describe <u>two</u> processes of primary socialisation other than imitation** Possible responses: • Manipulation • Canalisation • Use of sanctions, rewards and coercion • Role modelling e.g. father figure, mothering role e.g. parent showing child suitable behaviour • Positive sanctions e.g. boys being praised for being rough • negative sanctions e.g. punishing a girl for playing rough • Any other reasonable response One mark for each process correctly identified (up to maximum of two). One mark for each process that is developed (up to a maximum of two).	**4**

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Question	Answer	Marks
2(c)	**Explain how children are socialised by agencies of secondary socialisation.** - School-hidden curriculum, rewards and sanctions e.g. detention, exclusion, role models - Peers-ostracism, belonging, peer pressure - Media-role models, stereotypes - Religion- coercion, fear of exclusion, shunning, ostracism, excommunication - Work place-rules, hierarchy, authority - Any other reasonable response Band 0 No creditworthy response. Band 1 (1–3) Answers in this band will show only a limited awareness of how socialisation occurs. Responses may be short and un/under developed. At the top of the band, there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points. Answers may be placed broadly within the concept of socialisation in general. Band 2 (4–6) A clear and accurate explanation showing good sociological knowledge and understanding of the ways socialisation is carried out by secondary agencies, which is supported by relevant examples. Sociological terms should be expected. At the top of the band candidates will use sociological terms and concepts, referring to a range of methods used by a range of agencies.	**6**

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Question	Answer	Marks
2(d)	**Explain why inadequate socialisation may have negative consequences for the individual.** - Acquisition of inappropriate norms and values - May appear odd leading to isolation - May become involved in illegal acts - Trouble with or conflict with agents of social control - Any other reasonable response Band 0 No creditworthy response. Band 1 (1–3) Answers in this band will show only a limited awareness of the problems caused by inadequate socialisation. There may be some discussion of inadequate socialisation but this may not be directed to the question. Responses may be short and undeveloped. Sociological terms and concepts are unlikely to be used. At the bottom of the band, expect one weak point. At the top of the band, candidates may offer more than one weak point. Band 2 (4–6) Answers in this band will show basic sociological knowledge and understanding. Responses may be underdeveloped and lacking in range. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Answers may focus on describing examples of inadequate socialisation; this may include description of feral children. At the top of the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed. E.g. *feral children like Jenie who have no contact with humans don't learn how to walk and talk so they can't fit in to society.* Band 3 (7–8) Answers in this band will show good sociological knowledge and understanding of why inadequate socialisation affects the individual and this will be well developed and explained. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout	**8**

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Question	Answer	Marks
2(e)	**To what extent is education the most important agency of secondary socialisation?** For - Universal norms and values - Values of the whole society - Hidden curriculum - Marxist view passes on the ideology of the ruling class to the masses - Influence of strata, age, ethnicity - Amount of time young people spend in education - Functionalist view-key function of education to spread consensus - Any other reasonable response Against - Role of other agencies - Religion - Peers - Media - Work place - Dependent on social characteristics of age, class, gender, ethnicity - Other reasonable response Band 0 No creditworthy response. Band 1 (1–4) Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Responses may be short, undeveloped and one-sided. e.g. '*education is the most important because everyone learns the same things at school so we all know how to behave.'* At the bottom of the band, use of sociological terms or concepts is very unlikely. At the top of the band, candidates may understand the role of the education system or be able to list some examples of socialisation within schools but have no understanding of the premise of the question. Band 2 (5–8) In this band candidates will show some basic knowledge of the debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may describe examples of socialisation e.g. *In school individuals are socialised through the hidden curriculum, these are things which are learnt that are not a part of the formal curriculum, like some subjects are for boys and others for girls.* **A one-sided answer cannot score higher than 8 marks.**	**15**

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Question	Answer	Marks
2(e)	Band 3 (9–12) Answers in this band will show good sociological knowledge and understanding of the debate about whether the school is the most significant agency of socialisation. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question. Band 4 (13–15) Answers in this band will show an excellent knowledge and understanding of the debate. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided **and** balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion. e.g. '*schools may have an important role to play in socialisation but it could be argued that both the family and the mass media have equally significant roles to play.*	

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Section C

Question	Answer	Marks
3	**Women are still disadvantaged in modern industrial societies. They often have to take paid employment and look after a family. Women are less likely, because of the gendered division of labour, to have the best life chances.**	
3(a)	**What is meant by the term 'gendered division of labour'?** Gendered division of labour is the division of work into 'male' and 'female' work, divisions may be vertical or horizontal. One mark for partial definition e.g. *men and women doing different jobs* Two marks for clear definition e.g. where men do construction work and women do clerical work	**2**
3(b)	**Describe <u>two</u> examples of gender discrimination.** Candidates need not describe discrimination against females only: • Gender pay gap • Glass ceiling • Lack of mobility • Stereotypes in media • Unequal access to justice • Unequal treatment before the law e.g. men unlikely to get custody of children in some states/ women unlikely in others • Horizontal and vertical segregation in work place • More likely to be victims of domestic violence • Any other reasonable response One mark for each example correctly identified (up to maximum of two). One mark for each example that is developed (up to a maximum of two).	**4**

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Question	Answer	Marks
3(c)	**Explain how women's roles have changed in modern industrial societies.** Note: Changes can be either positive or negative Possible responses: • More employment/careers • More top executives • Higher education • More breadwinners • Able to do 'male' jobs • Dual or triple burden • Symmetrical family roles • Fewer women in the domestic sphere • Right to education • Smaller families • Improved legislation • Evidence of female presidents, prime minister and leaders • Impact of feminism • Any other reasonable response Band 0 No creditworthy response. Band 1 (1–3) Answers in this band will show only a limited awareness of the ways women's roles have changed. Responses may be short and un/under developed. At the top of the band, there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points. Answers may be placed broadly within the concept of changing women's roles in general. Band 2 (4–6) A clear and accurate explanation showing good sociological knowledge and understanding of the role of women in modern industrial society which is supported by relevant examples. Sociological terms should be expected. At the top of the band candidates will use sociological terms and concepts, referring to a range of factors. Candidates will address how women's roles have changed.	**6**

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Question	Answer	Marks
3(d)	**Explain why women continue to face discrimination in employment.** • Ineffectiveness of equality legislation • Norms and values haven't changed • Prejudice and stereotypes • Patriarchy • Boards of top companies dominated by males • Media stereotypes • Triple shift e.g. work, family and caring roles • Career breaks • Lack of maternity/childcare provision • Lack of legislation • Unequal pay • Glass ceiling • Vertical and horizontal segregation in work place by passes pay equality • Differential subject choice and training e.g. women don't do maths and engineering • Socio-biology i.e. Women's place is in the home/caring for children • Any other reasonable response Band 0 No creditworthy response. Band 1 (1–3) Answers in this band will show only a limited awareness of why women may face discrimination. There may be some discussion of discrimination but may not be directed to the question. Responses may be short and undeveloped. Sociological terms and concepts are unlikely to be used. At the top of the band, candidates may offer more than one weak point. Band 2 (4–6) Answers in this band will show basic sociological knowledge and understanding. Responses may be underdeveloped and lacking in range. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Answers may focus on describing gender based discrimination; e.g. '*women may face discrimination in employment because they get less pay than men.'* At the top of the band, candidates may begin to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed. Band 3 (7–8) Answers in this band will show good sociological knowledge and understanding of why women face discrimination in the workplace. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.	**8**

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Question	Answer	Marks
3(e)	**To what extent is income the most important influence on life chances in modern industrial societies.** Candidates need to consider whether income or other social characteristics such as ethnicity or social class are the most significant factors in influencing life chances Arguments for: • Better housing • Better health care • Better access to the education system • Cultural capital • Any other reasonable response Arguments against • Gender – e.g. worse life chances because they face discrimination in work • Status e.g. even if you have high income you may not be accepted in some circles so are not able to get the top positions • Social class e.g. may not share mainstream values like deferred gratification • Age-e.g. lack of experience • Ethnicity e.g. discrimination in employment, labelled and targeted by police • Old boys network i.e. lack of access to networks of power • Improved rights and legislation • Any other reasonable response Band 0 No creditworthy response. Band 1 (1–4) Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Responses may be short, undeveloped and one-sided. e.g. *'if you have lots of money you can get the best of everything'.'* At the bottom of the band, use of sociological terms or concepts is very unlikely. At the top of the band, candidates may understand the meaning of life chances/income but have no understanding of the premise of question. Band 2 (5–8) In this band candidates will show some basic knowledge of the debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may describe examples of how income impacts on life chances e.g. *Those in higher income groups have access to better health care therefore have better life chances.* **A one-sided answer cannot score higher than 8 marks.**	**15**

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Question	Answer	Marks
3(e)	Band 3 (9–12) Answers in this band will show good sociological knowledge and understanding of the debate. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question. Band 4 (13–15) Answers in this band will show an excellent knowledge and understanding of the debate. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided **and** balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion. e.g. '*although income may remove some barriers and open up some opportunities, social characteristics like gender and ethnicity are still important in determining an individual's life chances and their income*.	

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Cambridge O Level

Cambridge International Examinations
Cambridge Ordinary Level

SOCIOLOGY **2251/13**

Paper 1 **October/November 2017**

2 hours (including 15 minutes' reading time)

No Additional Materials are required.

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READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Answer Question 1 and **either** Question 2 **or** Question 3.
The number of marks is given in brackets [ ] at the end of each question or part question.

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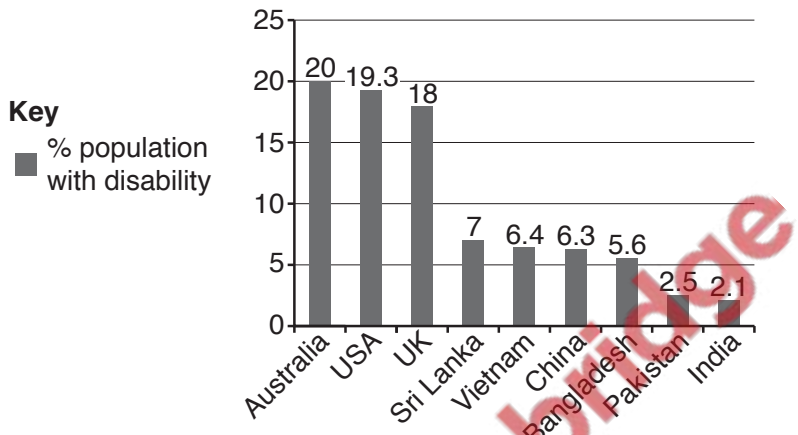
CAMBRIDGE International Examinations

Section A: Theory and methods

Answer Question 1.

1 Source A

Disability Data



The data above is taken from the 'Census of India Website'.

The Government believed the statistics were not accurate and the number of disabled people in India had been seriously underestimated. This may have been because of errors with deciding who is disabled or people not wishing to admit they were disabled. The Government therefore trained new official researchers to collect the data accurately for the 2011 census.

(a) From the evidence in Source A, which **two** countries have the highest percentage of disabled people in their population? [2]

(b) Identify **two** methods that could be used to collect data from a large sample. [2]

(c) Using Source A, describe **two** reasons why the data collected for India may not be accurate. [4]

(d) Describe **two** strengths of using official statistics in sociological research. [4]

(e) Describe **two** strengths and **two** limitations of using sampling in sociological research. [8]

(f) Explain why large scale research can be difficult. [10]

(g) To what extent can objectivity be maintained in sociological research? [15]

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3

Answer **either** Question 2 **or** Question 3.

Section B: Culture, identity and socialisation

2

Image of the Amish travelling in a courting buggy on a road in Pennsylvania

The Amish are a religious community in Pennsylvania, USA. Their strict religious beliefs mean they reject some features of modern lifestyles, like the motor car. Individuals who do not conform to the norms of the group can face ostracism by their community. The Amish have become a tourist attraction because their way of life is so different. There can be conflict between them and the tourists as their religion means they are not happy to be photographed.

(a) What is meant by the term 'ostracism'? [2]

(b) Describe **two** examples of a sub-culture, apart from religious sub-cultures. [4]

(c) Explain how individuals are encouraged to conform to the norms and values of their sub-culture. [6]

(d) Explain why individuals from religious sub-cultures may find themselves in conflict with the mainstream culture. [8]

(e) To what extent is religion the most important agency of social control? [15]

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Section C: Social inequality

3 Aspects of stratification such as gender, ethnicity and social class can have a significant impact on an individual's life chances. An individual's social position at birth can reduce their chances of upward social mobility and even shorten their life expectancy.

(a) What is meant by the term 'social mobility'? [2]

(b) Describe **two** examples of social groups who may be disadvantaged. [4]

(c) Explain how the life chances of minority ethnic groups differ from those of the majority ethnic group. [6]

(d) Explain why downward social mobility occurs. [8]

(e) To what extent is social class still important in modern industrial societies? [15]

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Cambridge Assessment International Education
Cambridge Ordinary Level

SOCIOLOGY **2251/13**

Paper 1 **October/November 2017**

MARK SCHEME

Maximum Mark: 80

Published

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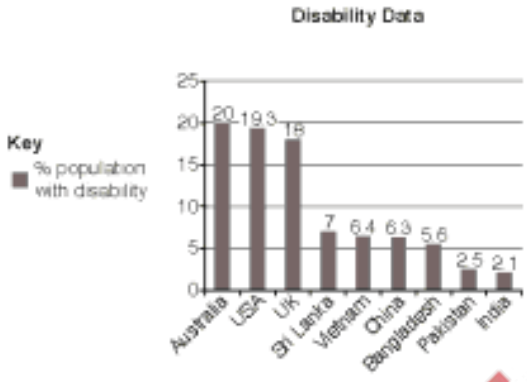
Section A

Question	Answer	Marks
Source A  The data above is taken from the 'Census of India Website'. The Government believed the statistics were not accurate and the number of disabled people in India had been seriously underestimated. This may have been because of errors with deciding who is disabled or people not wishing to admit they were disabled. The Government therefore trained new official researchers to collect the data accurately for the 2011 census.		
1(a)	**From the evidence in Source A, which <u>two</u> nations have the highest percentage of disabled people in their population?** Australia USA One mark for each nation correctly identified up to a maximum of two	**2**
1(b)	**Identify <u>two</u> methods that could be used to collect data from a large sample.** Social surveys Questionnaires Postal questionnaires Telephone questionnaires Internet surveys Interview (any type) Census Any other reasonable response Two marks for any two methods identified. (Up to a maximum of two).	**2**

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Question	Answer	Marks
1(c)	**Using Source A, describe <u>two</u> reasons why the data collected for India may not be accurate.** Possible answers included • The way the data was coded • Errors in collection of data • The way the 'enumerators' asked householders questions • Not counting people because they didn't look disabled • People not counted because they didn't define themselves as disabled • Respondents not understanding the question • Respondents lying/hiding disability • Any other reasonable response Band 0 No creditworthy response. Band 1 (1–2) Answers at the bottom of the band will offer one reason without interpretation of Source A. Answers at the top end of the mark band may offer two reasons but without using Source A. *e.g. the data may not be valid because people may have deliberately lied.* Band 2 (3–4) To reach this band candidates must make use of Source A. At the bottom of the band candidates offer one reason and support from the source (3 marks) They will begin to show the ability to interpret data and use it to support their answer. To reach the top of the band candidates will give two reasons with development and use of Source A. e.g. *the data for India is very low compared to Australia and this may be because of the difficulties of collecting data given the size of the population of India as people may have been missed.*	**4**

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Question	Answer	Marks
1(d)	**Describe <u>two</u> strengths of using official statistics in sociological research.** Possible responses include: • Cheap *e.g. research is paid for by the government not the researcher and it is not usually expensive to access the government records* • Research is well planned and organised • Readily available *e.g. often online or in libraries* • Possible to identify trends overtime • Comparisons can be made • Generalisable *i.e. possible to draw conclusions for the whole population* • Large scale *e.g. Can cover the whole population* • Reliable • Representative *e.g. because it / they cover the whole population* • Any other reasonable response One mark for each strength correctly identified (up to a maximum of two). One mark for each point that is developed (up to a maximum of two).	**4**

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Question	Answer	Marks
1(e)	**Describe <u>two</u> strengths and <u>two</u> limitations of using sampling in sociological research.** Respondents may talk about any type of sampling method in response to this question however ensure that the strength or limitation is relevant to the type of sample being described. *E.g.it would be inaccurate to suggest that a strength of snowball sampling is representativeness*. Possible answers Strengths: • Representativeness – i.e. results apply to the whole population • Generalisability – can be applied to larger groups with same characteristics • Cuts costs – avoids targeting those not relevant • Targeting the individuals relevant to the research – stratified sample • Avoids bias/research effect –random sample • Saves time as not researching the whole population • Any other reasonable response Limitations: • Not representative – random sample, snowball sample • May not be generalisable if the sample frame is inaccurate • It may not be possible to research an appropriate sample for reasons of time, cost or opportunity • High dropout rate might reduce representativeness • Researcher bias in selection of sample • Any other reasonable response One mark for each strength correctly identified (up to a maximum of two). One mark for each strength that is developed (up to a maximum of two). One mark for each limitation correctly identified (up to a maximum of two) One mark for each limitation that is developed (up to a maximum of two)	**8**

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Question	Answer	Marks
1(f)	**Explain why large scale research can be difficult.** Possible answers include: • Cost prohibitive many researchers cannot afford the cost therefore often needs to be sponsored by large organisations • Expectations of sponsors research may be affected by the expectations of the sponsors • Takes a long time/lots of data to analyse • Data may be irrelevant by the time it is coded and analysed and the findings presented • Representative sample may be difficult to achieve e.g. non-return of postal questionnaires • May be hard to research the quota of participants • Funding may be a problem • Any other reasonable response Band 0 No creditworthy response. Band 1 (1–3) Answers at this level are likely to show limited understanding and be based on common sense or demonstrate little in the way of clear sociological knowledge or terminology. At the bottom of the band candidates may make only one brief over simplistic point e.g. *because it takes a long time.* At the top of the band candidates may begin to use some appropriate knowledge or terminology e.g. *large scale research can take a very long time for the researcher to analyse.* Candidates may only give one reason. Band 2 (4–7) At the bottom of the band, candidates demonstrate basic understanding of the issue and begin to use some appropriate knowledge and terminology. Supporting explanation may be weak or over simplistic. e.g. *it may be hard to reach the right number of participants and this may mean the research is no good.* At the top of the band, candidates use appropriate knowledge and terminology but may not fully focus on the question e.g. *it may be difficult to reach the quota of participants and this may mean that the research is unrepresentative.* Candidates are likely to offer more than one reason. Band 3 (8–10) The candidates' answer is fully focused on the question. e.g. *The problem with large scale research is that it requires huge amounts of time and resources, this may mean extensive funding is required and the funding may lead to researchers being biased towards their sponsors.* There is evidence of good use of sociological terms. At the bottom of the band the range of reasons may be narrow. At the top of the band, candidates should offer a range of reasons as well as demonstrate accurate use of sociological concepts.	**10**

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Question	Answer	Marks
1(g)	**To what extent can objectivity be maintained in sociological research?** Candidates are likely to engage in the debate between positivists and intrepretivists. Arguments for: • Scientific method – i.e. avoidance of bias • Positivism • Use of controls • Falsification i.e. attempts should be made to prove that the hypothesis is incorrect – if this cannot be done it must be correct (Popper) • No researcher contact e.g. postal questionnaires can reduce social desirability. • Any other reasonable response Arguments against; • Impact of own values on analysis of data • Impact of researchers own values on the creation of the research/questions e.g. leading questions • Researcher effect • Selection of data which proves the hypothesis • Difficult to maintain value freedom • Hawthorne effect/observer effect • Researchers become emotionally involved • All research is a social construct • Any other reasonable response Band 0 No creditworthy response. Band 1 (1–4) Answers in this band may be largely based on common sense showing limited or no knowledge of sociological terms or concepts. At the top of the band, candidates may make one or two general points about objectivity, but they won't be well-linked to the question, e.g. *sociologists should try not to be biased* Band 2 (5–8) In this band candidates may approach the question by describing some of the issues with objectivity. There may be some basic discussion of why objectivity may be difficult to achieve. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to assess whether objectivity can be maintained. At the top of the band, candidates may offer a description of more than one reason why objectivity is difficult to achieve. **A one-sided answer cannot score higher than 8 marks.**	**15**

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Question	Answer	Marks
1(g)	Band 3 (9–12) Answers in this band will show good sociological knowledge and understanding of the issues inherent in the question. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question. Band 4 (13–15) Answers in this band will be clearly focused on the question and address the 'extent' to which objectivity can be achieved. Candidates show excellent grasp of sociological terms and knowledge. At the bottom of the band, candidates will offer a range of arguments both for and against the question but may not offer an evaluative conclusion. At the top of the band, there will also be an evaluative conclusion e.g. *'whilst positivists might argue that objectivity can be achieved, interpretivist would argue that attempts to be objective are impossible because even the choice of research method is a reflection of the researchers own values and means ultimately the research is not objective.*	

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Section B

Question	Answer	Marks
2	 Photo of Amish travelling in a courting buggy on a road in Pennsylvania The Amish are a religious community in Pennsylvania, USA. Their strict religious beliefs mean they reject modern lifestyles and conveniences like the motor car. Individuals who do not conform to the norms of the group can face ostracism by their community. The Amish have become a tourist attraction because their life is so different. There can be conflict between them and the tourists as their religion means they are not happy to be photographed.	
2(a)	**What is meant by the term 'ostracism'?** Ostracism - exile or exclusion from a social group, cutting of ties and links/communication between the group/individual. One mark for partial definition e.g. being ignored Two marks for clear definition e.g. being cut off from your family, friends and excluded from your community	**2**

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Question	Answer	Marks
2(b)	**Describe <u>two</u> examples of a sub-culture, apart from religious sub-cultures.** Answers can be generic or specific – allow regional examples. Possible answers include: • Goths • Rockers • Emos • Skinheads • Punks • Working class • Youth • Ethnic • Asian/Indian • Hispanic • Afro-American • Leisure sub-culture • Sport sub-culture • School sub-culture • Deviant sub-culture • Any other reasonable response One mark for each example correctly identified (up to maximum of two). One mark for each example that is developed (up to a maximum of two).	**4**

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Question	Answer	Marks
2(c)	**Explain how individuals are encouraged to conform to the norms and values of their sub-culture.** Possible answers include: • The need to belong • The need to fit in • Rewards • Inclusion • Sanctions • Coercion • Ostracism • Shunning • Excommunication • Any other reasonable response Band 0 No creditworthy response. Band 1 (1–3) Answers in this band will show only a limited awareness of the ways sub-cultures enforce their norms and values. Responses may be short and un/under developed. At the top of the band, there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points. Answers will address the concepts of norms and values/subcultures in general without reference to how they enforce their norms and values. Band 2 (4–6) A clear and accurate explanation showing good sociological knowledge and understanding of how sub-cultures enforce norms and values which is supported by relevant examples. Sociological terms should be expected. At the top of the band candidates will use sociological terms and concepts, referring to a range of ways in which sub-cultures enforce their norms and values.	**6**

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Question	Answer	Marks
2(d)	**Explain why individuals from religious sub-cultures may find themselves in conflict with the mainstream culture.** Possible answers include: • Religious requirements clash with norms of mainstream culture e.g. dress requirements of Muslim religion for Muslims living in the west • Customs and holidays/holy days e.g. observation of religious holidays which may mean absence from work • Literal or fundamentalist interpretations of holy books e.g. Darwinism vs. creationism Scopes trial 'monkey trial' USA 1925 • Beliefs and values differ e.g. patriarch vs. equality • Lack of assimilation • Religious requirements clash with those of public institutions e.g. clashes over school uniform, lack of gender segregation, or having to wear a helmet in the police force rather than religiously proscribed headwear • Religious requirements clash with health and safety legislations e.g. requirement to wear/not wear certain items of clothing/ religious symbols • Any other reasonable response Band 0 No creditworthy response. Band 1 (1–3) Answers in this band will show only a limited awareness of why religious sub-cultures may clash with mainstream culture. There may be some discussion of religious tradition but may not be directed to the question. Responses may be short and undeveloped. Sociological terms and concepts are unlikely to be used. At the top of the band, candidates may offer more than one weak point. Band 2 (4–6) Answers in this band will show basic sociological knowledge and understanding. Responses may be underdeveloped and lacking in range. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Answers may focus on describing religious sub-cultures; this may include description of different traditions, without any attempt to explain why they may cause conflict. e.g. '*A Muslim girl wearing a hijab'.* At the top of the band, candidates may begin to use sociological terms and concepts with greater accuracy and address why conflict might occur. However, some aspects of the answer may only be partially developed. Band 3 (7–8) Answers in this band will show good sociological knowledge and understanding of why individuals from religious sub-cultures may find themselves in conflict with the mainstream culture and this will be well-developed and explained. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.	**8**

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Question	Answer	Marks
2(e)	**To what extent is religion the most important agency of social control?** Candidates should be expected to discuss religion as an agent of social control and whether it has greater influence than other agents of social control. Candidates need to be aware that the influence of religion depends on the nature of the society and that the influence of religion may be less in a secular society than in a religious one. Possible arguments for: • Universalistic religious values • Rewards and sanctions of religious group • More influence in non-secular society e.g. Iran • Any other reasonable response Possible arguments against: • Media's role • Role and influence of peer group e.g. peer pressure • Role of the family • Work place • Education e.g. hidden curriculum • Church declining in the west e.g. secularisation • Secular societies • Any other reasonable response. Band 0 No creditworthy response. Band 1 (1–4) Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Responses may be short, undeveloped and one-sided. e.g. '*religion is important because if you don't follow your religion you might go to hell.'* At the bottom of the band, use of sociological terms or concepts is very unlikely. At the top of the band, candidates may understand the role of religion in society or be able to list some types of religious behaviour but have no understanding of the premise of question. Band 2 (5–8) In this band candidates will show some basic knowledge of the debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may describe examples of religious traditions and behaviour e.g. *religion is an important means of social control because from an early age individuals are taught to fear God and may believe they will be damned if they do not follow religious teachings* **A one-sided answer cannot score higher than 8 marks.**	**15**

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Question	Answer	Marks
2(e)	Band 3 (9–12) Answers in this band will show good sociological knowledge and understanding of the debate about whether religion the most important agency of social control. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question. Band 4 (13–15) Answers in this band will show an excellent knowledge and understanding of the debate. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided **and** balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion. e.g. '*whilst religion may be an important means of social control in some societies, other agents are equally important as they exercise both formal and informal control.*	

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Section C

Question	Answer	Marks
3	**Aspects of stratification such as gender, ethnicity and social class can have a significant impact on an individual's life chances. An individual's social position at birth can reduce their chances of upward social mobility and even shorten their life expectancy.**	
3(a)	**What is meant by the term 'social mobility'?** Social mobility - movement up or down the social structure either within or between generations One mark for partial definition e.g. *moving from the lower to the upper class* Two marks for clear definition e.g. *movement between social strata either up or down this can be between or within generations*	**2**
3(b)	**Describe <u>two</u> examples of social groups who may be disadvantaged.** - Poor – below the poverty line lacking access to the same life chances as others - Working class - Immigrants - People with a disability - Elderly – often poor, discriminated against in health and employment - Youth – discrimination in employment - Underclass – marginalised, powerless, - Ethnic minorities – labelled, targeted by police, underachieving in education system - Women – patriarchy, discrimination, low pay - Any other reasonable response One mark for each disadvantaged group correctly identified (up to maximum of two). One mark for each point that is developed (up to a maximum of two).	**4**

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Question	Answer	Marks
3(c)	**Explain how the life chances of minority ethnic groups differ from those of the majority ethnic group.** Possible answers include: • Differences in educational achievement • Access to jobs, power, 'top' jobs • Poverty – more likely to live in absolute/relative poverty • Limited or disadvantaged access to health care and housing • Reduced opportunities for employment more likely to suffer unemployment • Institutional racism i.e. institution does not equally serve the needs of ethnic minority groups • Racism in the Media e.g. stereotyped as criminals • Higher chance of being arrested/victim of crime. • More likely to be part of prison population, end up on death row • Any other reasonable response Band 0 No creditworthy response. Band 1 (1–3) Answers in this band will show only a limited awareness of the ways the life chances of ethnic minorities differ. Responses may be short and un/under developed. At the top of the band, there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points. Answers may be placed broadly within the concept of life chances in general. Band 2 (4–6) A clear and accurate explanation showing good sociological knowledge and understanding of the concepts of ethnicity and life chances which is supported by relevant examples. Sociological terms should be expected. At the top of the band candidates will use sociological terms and concepts, referring to a range of factors. Candidates will address how the life chances of ethnic minority groups differ.	**6**

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Question	Answer	Marks
3(d)	**Explain why downward social mobility occurs.** Candidates may answer with reference to intra and/or inter-generational mobility Possible answers include: - Due to age – i.e. elderly unable to maintain their social position - Unemployment i.e. losing position in society because you have lost your job which gave you that position/ result of a recession - Ill health/disability - Marriage i.e. marrying into a lower social group - Becoming a refugee or asylum seeker as a result of war or famine and leaving of wealth behind/finding that your experience and qualifications are no longer valued - Failure to marry - Motherhood/parenthood - Bereavement i.e. loss of status because of loss of partner e.g. Queen to Dowager Queen like the late Queen Elizabeth the Queen mother in the UK - Bankruptcy/loss of income - Dishonour/loss of social status - Lack of educational success leading to lower status employment than parents - Loss of inheritance e.g. payment of death duties resulting in loss of land and property to pay the duty - Economic change e.g. your occupation losses status because of mechanisation or recession - Any other reasonable response Band 0 No creditworthy response. Band 1 (1–3) Answers in this band will show only a limited awareness of why downward mobility occurs. There may be some discussion of social mobility but this may not be directed to the question. Responses may be short and undeveloped. Sociological terms and concepts are unlikely to be used. At the top of the band, candidates may offer more than one weak point. Band 2 (4–6) Answers in this band will show basic sociological knowledge and understanding. Responses may be underdeveloped and lacking in range. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Answers may focus on describing social mobility; this may include description of the causes of downward mobility, without any attempt to explain why it occurs. e.g. *people are downwardly mobile when they lose their job and can't pay for their home any more.* At the top of the band, candidates may begin to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed.	**8**

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Question	Answer	Marks
3(d)	Band 3 (7–8) Answers in this band will show good sociological knowledge and understanding of why downward mobility may occur and this will be well-developed and explained. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.	

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Question	Answer	Marks
3(e)	**To what extent is social class still important in modern industrial societies?** Possible answers include: For - Lifestyle - Status – ascribed status - Power and influence old boy's network - Education - Meritocracy - Working class culture and community - Marxist theory - Webarianism - Social capital e.g. Bourdieu - Proletarianisation thesis - Any other reasonable response Against - other influence gender-feminist views - age, - ethnicity is more important than social class - Legislation – equal opportunities - educational access - post-modernist theory - functionalist theory e.g. meritocracy - achieved status - class lines have become blurred – e.g. Embourgoisement/ Proletarianisation. - other reasonable responses Band 0 No creditworthy response. Band 1 (1–4) Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Responses may be short, undeveloped and one-sided. e.g. '*Social class is still important because the rich have a better life style than other groups.'* At the bottom of the band, use of sociological terms or concepts is very unlikely. At the top of the band, candidates may understand the importance of social class or be able to list some types of social class but have no understanding of the premise of question. Band 2 (5–8) In this band candidates will show some basic knowledge of the debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may describe examples of social class differences e.g. *There is still a big difference in the culture and lifestyles of the rich and poor.*	**15**

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Question	Answer	Marks
3(e)	**A one-sided answer cannot score higher than 8 marks.** Band 3 (9–12) Answers in this band will show good sociological knowledge and understanding of the debate about whether social class is still important. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question. Band 4 (13–15) Answers in this band will show an excellent knowledge and understanding of the debate. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided **and** balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion. e.g. '*despite convergence of social classes in the late 20th century social class still remains important, the old boys network still exists and elite self-recruitment make it difficult for others to break into the elite, however social class has far less influence on factors like voting and leisure activities than it had in the past.*	

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Cambridge International Examinations
Cambridge Ordinary Level

SOCIOLOGY **2251/12**

Paper 1 **May/June 2018**

2 hours (including 15 minutes' reading time)

Additional Materials: Answer Booklet/Paper

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READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Answer Question 1 and **either** Question 2 **or** Question 3.
The number of marks is given in brackets [ ] at the end of each question or part question.

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This document consists of **3** printed pages and **1** blank page.

CAMBRIDGE International Examinations

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Section A: Theory and methods

Answer Question 1.

1 Source A

Diane Reay and her colleagues wanted to study people going to university in the UK, who were not from traditional middle class backgrounds.

The researchers studied people from six different universities as their sample population. They gave out 502 questionnaires and followed this up with 53 interviews with students. The qualitative interviews were thought not to be representative of the whole sample population.

The students were given a free choice to define their own ethnicity. The result was not as the researchers expected. In the UK the majority of the people are 'White' but less than half of the sample defined their ethnicity this way. One interviewee defined himself by his nationality rather than by his ethnicity.

Adapted from Moore et. al. *Sociology*

(a) Using Source A, identify the **two** research methods used by the researchers. [2]

(b) Identify **two** methods that might be used to research who goes to university, apart from those in Source A. [2]

(c) Using Source A, describe **two** problems with the researchers' methods. [4]

(d) Describe **two** reasons why research may be conducted covertly. [4]

(e) Describe **two** strengths and **two** limitations of using self-completion questionnaires in sociological research. [8]

(f) Explain why sociologists may use triangulation in their research. [10]

(g) To what extent is it possible to generalise from research? [15]

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Answer **either** Question 2 **or** Question 3.

Section B: Culture, identity and socialisation

2 Adolescents often feel peer pressure to fit in with their friends. This may lead to them changing their norms, values and identity in order to be accepted by their peer group.

(a) What is meant by the term 'peer group'? [2]

(b) Describe **two** examples of peer pressure. [4]

(c) Explain how children learn social conformity. [6]

(d) Explain why belonging to a youth sub-culture may have a negative impact on the individual. [8]

(e) To what extent is the peer group the most important agency of socialisation? [15]

Section C: Social inequality

3 Minority ethnic groups are at higher risk of poverty and often have to rely on the welfare state. Some sociologists claim that this is due to unemployment and low pay.

(a) What is meant by the term 'welfare state'? [2]

(b) Describe **two** ways governments can improve the life chances of the poor. [4]

(c) Explain how minority ethnic groups face inequality in modern industrial societies. [6]

(d) Explain why the welfare state may have failed to reduce poverty in modern industrial societies. [8]

(e) To what extent has discrimination been eliminated in modern industrial societies? [15]

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Cambridge Assessment International Education
Cambridge Ordinary Level

SOCIOLOGY **2251/12**

Paper 1 **May/June 2018**

MARK SCHEME

Maximum Mark: 80

Published

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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Question	Answer	Marks
Source A Diane Reay and her colleagues wanted to study people going to university in the UK, who were not from traditional middle class backgrounds. The researchers studied people from six different universities as their sample population. They gave out 502 questionnaires and followed this up with 53 interviews with students. The qualitative interviews were thought not to be representative of the whole sample population. The students were given a free choice to define their own ethnicity. The result was not as the researchers expected. In the UK the majority of the people are 'White' but less than half of the sample defined their ethnicity this way. One interviewee defined himself by his nationality rather than by his ethnicity. Adapted from Moore et. al. *Sociology*		
1(a)	**Using Source A, identify the <u>two</u> research methods used by the researchers.** Acceptable responses: □ questionnaires; □ interviews. One mark for each method correctly identified (up to a maximum of two).	**2**
1(b)	**Identify <u>two</u> methods that might be used to research who goes to university, apart from those in Source A.** Possible responses: □ surveys; □ structured interviews; □ content analysis; □ observation; □ case studies; □ longitudinal studies; □ triangulation; □ experiments; □ any other reasonable response. One mark for each method correctly identified (up to maximum of two).	**2**

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Question	Answer	Marks
1(c)	**Using Source A, describe <u>two</u> problems with the researchers' methods.** Possible responses: • there may be a possibility of interviewer bias depending on the social characteristics of the interviewer e.g. their class background and ethnicity; • there may be a problem in terms of the validity of responses in questionnaires e.g. people may lie; • questionnaires often use mainly closed questions and mainly quantitative data which can lack validity as it is not possible to probe respondents further; • the aim was to study people who were not middle class yet we have no information as to the class backgrounds of the sample; • the researchers would not be able to generalise their findings to the whole population as the interviews were 'not thought to be representative' of the sample population; • it is a small sample and thus may not be representative, i.e. it is only taken from 6 institutions, with only 53 people being interviewed; • self-definition of ethnicity may pose reliability problems e.g. one person chose to define themselves by nationality rather than ethnic group so consistency of measurement is not guaranteed; • ethical issues – some people may feel sensitive about giving details about their class status, financial position and/or ethnicity; • any other reasonable response. Band 0 **[0 marks]** No creditworthy response. Band 1 **[1–2 marks]** Answers at the bottom of the band will offer one reason without interpretation of Source A. Answers at the top end of the mark band may offer two reasons but without reference to Source A. *e.g. the interviewer might be biased.* Band 2 **[3–4 marks]** To reach this band candidates must make reference to Source A. They will begin to show the ability to interpret the source and use it to support their answer. To reach the top of the band candidates will give two reasons with development and reference to the Source A.	**4**

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Question	Answer	Marks
1(d)	**Describe <u>two</u> reasons why research may be conducted covertly.** Possible responses: • researchers may wish to avoid the Hawthorne effect, whereby the behaviour of participants is changed by the presence of the researcher in an overt study, as this would compromise validity; • researchers may wish to understand the meanings and motives for behaviour amongst the participants and a covert approach would be more likely to give access to these; • in an observation a covert participant approach is the one most likely to yield verstehen or full understanding as the researcher can fully immerse themselves in the group and gain an insider's point of view; • covert research is sometimes the only viable method for studying illegal or highly deviant groups, such as gangs, as access for an overt study would likely be denied; • any other reasonable response. One mark for each reason correctly identified (up to a maximum of two). One mark for each reason that is developed (up to a maximum of two).	**4**

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Question	Answer	Marks
1(e)	**Describe <u>two</u> strengths and <u>two</u> limitations of using self-completion questionnaires in sociological research.** Self-completion questionnaire = questionnaires that are completed by the respondent on their own, with the researcher not present. Strengths: • self-completion questionnaires are cheaper – you don't have to employ specialist researchers as they are simply given/sent out and the candidate returns them; • it is possible to cover a wide geographical area with relative ease i.e. the questionnaire can be posted to all corners of the country or even internationally if using the internet; • the fact that it is self-completion may have some positive effect on validity as people can take their time to reflect on their answers; • the anonymity of self-completion questionnaires may enhance the validity of answers, particularly on sensitive topics; • respondents don't feel intimidated by the presence of the researcher, so the research is more valid e.g. more truthful with embarrassing issues, socially desirable answers are avoided; • reliability – pre-coded, standardised questions make questionnaires more repeatable than other methods; • allows a macro approach – positivists like to do large scale research; • any other reasonable response. Limitations: • questionnaires often lack validity – closed questions don't yield depth and detail; • qualitative data – questionnaires use closed questions which don't allow for depth and detail; • the sample may not be representative as only those with time may reply, thus negatively affecting the response rate; • there is always the danger that questions might be misinterpreted or just not understood and as the researcher is not there to clarify or explain some questions may be left or answered inaccurately; • with self-completion questionnaires there is no guarantee that the questionnaire will be completed by intended recipient e.g. a husband may complete it for his wife, thus having a negative effect on the sampling; • self-completion questionnaires, particularly those sent out by post, are notorious for having a low response rate e.g. may not be returned, negatively affecting the amount of data gathered; • any other reasonable response. One mark for each strength correctly identified (up to a maximum of two). One mark for each strength that is developed (up to a maximum of two). One mark for each limitation correctly identified (up to a maximum of two). One mark for each limitation that is developed (up to a maximum of two).	8

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Question	Answer	Marks
1(f)	**Explain why sociologists may use triangulation in their research.** Triangulation = the use of two or more methods in the same research project. Possible responses: • the use of multiple methods avoids the draw backs of a single method e.g. it can provide balance in cases where one method may be weaker than another on a particular topic; • triangulation of methods may make research more representative and thus generalisable e.g. using large scale survey data in addition to interviews; • research which involves mixed methods may allow the results from one method (e.g. questionnaires) to be checked for accuracy by another (e.g. interviews) thus enhancing validity; • it can allow the researcher to support quantitative with qualitative data, thus giving an element of both reliability and validity to the findings; • it may be used to cross-reference the researcher's interpretations to other data to check for accuracy; • several methods can create a bigger cumulative picture as there is more data to study; • any other reasonable answer. Band 0 **[0 marks]** No creditworthy response. Band 1 **[1–3 marks]** Answers at this level are likely to show limited understanding and be based on common sense or demonstrate little in the way of clear sociological knowledge or terminology. At the bottom of the band candidates may make only one brief over simplistic point e.g. *to check your results*. At the top of the band candidates may begin to use some appropriate knowledge or terminology. Candidates may only give one reason e.g. *to check if the results are valid.* Band 2 **[4–7 marks]** At the bottom of the band, candidates demonstrate basic understanding of the issue and begin to use some appropriate knowledge and terminology. Supporting explanation may be weak or over simplistic e.g. *a single method may produce invalid results on the group being studied.* At the top of the band, candidates use appropriate knowledge and terminology but may not fully focus on the question. Candidates are likely to offer more than one reason e.g. *using just one method may not produce valid results and you can't generalise from the findings from a small group interview.* Band 3 **[8–10 marks]** The candidates' answer is fully focused on the question e.g. *all methods have their limitations so sociologists try to confirm their findings by using multiple methods where one research method counteracts the limitations of another.* There is evidence of good use of sociological terms. At the bottom of the band the range of reasons may be narrow. At the top of the band, candidates should offer a range of reasons as well as demonstrate accurate use of sociological concepts.	**10**

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Question	Answer	Marks
1(g)	**To what extent is it possible to generalise from research?** Generalisation = where the findings of the research apply not only to the sample but to the whole population being studied. Arguments for: • generalisation from research findings is made more likely if an appropriate sample is used, e.g. one that is purposive and directed at the right group e.g. Hodkinson's study of Goths; • generalisation is possible if the sample is representative, i.e. with the same proportions of people of different gender, age, etc. according to what is appropriate to the research – this is best achieved by using stratified sampling techniques; • positivists believe generalisations may be made with quantitative data as it is often large scale thus increasing the likelihood of representativeness; • positivists would argue that data which is high in reliability and repeatable is more likely to be generalisable; • if the findings are valid for the representative research population then generalisation can be made legitimately proving the sampling used is appropriate; • where qualitative methods are used to study small unique populations, like sub-cultures it may be possible to generalise about that group without using all its members in the research; • any other reasonable answer. Arguments against: • Sampling error is always a factor – as samples cannot be the same as the whole research population, so there will always be a difference between the results from the sample and the results from the whole population; • problems with generalisability may arise with certain sampling techniques e.g. volunteer sampling may produce a skewed or biased sample that is unrepresentative of the research population and therefore it is not possible to extend findings beyond the sample group; • methods such as lab experiments that lack ecological validity, due to the non-naturalistic environment, can mean that the research cannot be safely applied beyond the lab and sample group; • response rates for some methods such as questionnaire, is often low and therefore the possibility of generalising from research findings is similarly low; • if data gathered is inaccurate to the sample then it follows that it cannot be safely applied elsewhere; • if the sample is small then it follows that there are insufficient grounds for claims to be able to generalise from findings; • interpretivist sociologists believe that sociology should not mimic science as human beings, their behaviour and interactions, are unique and thus findings can never be fully generalised; • interpretivists would argue that generalisation is not an imperative of research as the emphasis should be on gaining depth, detail and, if possible, verstehen in the topic being investigated; • any other reasonable response.	**15**

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Question	Answer	Marks
1(g)	Band 0 **[0 marks]** No creditworthy response Band 1 **[1–4 marks]** Answers in this band may be largely based on common sense showing limited or no knowledge of sociological terms or concepts. At the top of the band, candidates may make one or two general points about research, but they won't be well-linked to the question, e.g. *you can if you study enough people.* Band 2 **[5–8 marks]** In this band candidates may approach the question by describing some of the differences between qualitative and quantitative methods. There may be some basic discussion of why there are differences in research methods between the two. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to assess whether generalisation is possible from research. At the top of the band, candidates may offer a description of more than one example. **A one-sided answer cannot score higher than 8 marks.** Band 3 **[9–12 marks]** Answers in this band will show good sociological knowledge and understanding of the issues inherent in the question. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question. Band 4 **[13–15 marks]** Answers in this band will be clearly focused on the question and address the 'extent' to which generalisation is possible from qualitative research. Candidates show an excellent grasp of sociological terms and knowledge. At the bottom of the band, candidates will offer a range of arguments both for and against the question but may not offer an evaluative conclusion. At the top of the band, there will also be an evaluative conclusion e.g. *whilst it could be argued that generalisation is easier from large scale quantitative research, where qualitative methods are used to study small unique populations, like sub-cultures it may be possible to generalise about that group without using all its members in the research.*	

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Question	Answer	Marks
Adolescents often feel peer pressure to fit in with their friends. This may lead to them changing their norms, values and identity in order to be accepted by their peer group.		
2(a)	**What is meant by the term 'peer group'?** Peer group = those of the same social status, age and interests e.g. friends, work colleagues. One mark for partial definition, e.g. *...your friends* Two marks for clear definition, e.g. ...*people with the same social status and interests*	**2**
2(b)	**Describe <u>two</u> examples of peer pressure.** Note: Examples of peer pressure can be positive or negative. However, candidates must identify a **technique used by peers** to gain credit e.g 'threat of exclusion'. In describing this point candidates should make clear how this produces conformity as this is implicit in the concept e.g 'the threat of exclusion from the group *leads someone to smoke like their friends do'.* Possible answers: • bullying others either physically or psychologically in order to get an individual to conform to the peer norms e.g. cyber bullying or trolling; • gossiping to encourage peer repudiation of individuals who break groups norms and values; • ostracism or the threat of exclusion from the peer group often brings conformity; • rejection by peers following deviant behaviour can have a powerful emotional effect on individuals and act as a spur to change behaviour to bring it back into line with peer norms; • acceptance into a group expresses approval for conformity to group norms and values e.g. via a rite of passage; • giving praise and compliments as rewards for conformist behaviour will encourage its continuance; • the achievement of higher status and credibility within the peer group for role modelling conformity to group norms and values; • the extension of friendship to those deemed to fit in with group norms encourages an emotional bond that is cemented by continued conformity; • any other reasonable response. One mark for each point correctly identified (up to maximum of two). One mark for each point that is developed (up to a maximum of two).	**4**

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Question	Answer	Marks
2(c)	**Explain how children learn social conformity.** Possible answers: • children learn conformity via the application of negative sanctions in primary socialisation e.g. the 'naughty stair' which sets the boundaries for acceptable behaviour in the early years; • the use of rewards such as sweets, praise and treats in primary socialisation encourages children to repeat desirable behaviours at an early age, setting up established behavioural patterns; • conformity is learned through the promulgation of the hidden curriculum which transmits messages about desirable and deviant behaviour, often transmitted by role models; • the use of formal and informal positive and negative sanctions in schools encourages conformity to social norms and values and discourages deviance; • conformity to gender norms is achieved through the strategies of manipulation, canalisation and verbal appellation (Oakley); • children are encouraged to imitate their role models who should demonstrate conformity to social norms and values; • children learn conformity via formal social control – either by encounters with the police and courts or through family experiences of the same; • the media is a powerful agency of socialisation and social control, particularly social media, and children will be influenced by their peers using these formats; • children are controlled by their peers, either positively or negatively, to conform to group or social norms and values; • children learn conformity through religious teachings and the positive and negative sanctions used by religions such as the promise of heaven or the threat of hell; • any other reasonable response. Band 0 **[0 marks]** No creditworthy response. Band 1 **[1–3 marks]** Answers in this band will show only a limited awareness of the way social conformity is learnt. Responses may be short and un/under developed. At the top of the band, there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points. Answers may be placed broadly within the concept of social conformity in general. Band 2 **[4–6 marks]** A clear and accurate explanation showing good sociological knowledge and understanding of the social processes of learning to conform which is supported by relevant examples. Sociological terms should be expected. At the top of the band candidates will use sociological terms and concepts, referring to a range of factors. Candidates will address how conformity is learnt.	**6**

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Question	Answer	Marks
2(d)	**Explain why belonging to a youth sub-culture may have a negative impact on the individual.** Candidates are likely to explain that as sub-cultures have their own norms and values individuals will conflict with mainstream values and this can have negative outcomes. Possible responses: • crime – peers within a close-knit gang may be subjected to peer pressure within a sub-culture to commit crimes e.g. as part of an initiation or to prove their masculinity; • drug taking – some youth may follow their role models within a sub-culture and begin to take, and then possibly, deal drugs e.g. Hippies; • anti-school sub-culture – some young people drift into these subcultures as a result of status frustration or social exclusion with catastrophic effects on their educational attainment and ensuing life chances; • deviance – some sub-cultures follow norms and values that are antithetical to mainstream culture, thus involving them in social deviance e.g. punk appearance and behaviours like swearing and spitting; • delinquency – joining a local gang may inevitably lead to anti-social behaviours such as graffiti, vandalism and criminal damage in a certain area or estate; • tension with parents/authority – young people who join sub-cultures often clash with parents in terms of their newly found norms and values (of appearance and behaviour) which can result in family rifts and break-up e.g. Hippies; • membership of certain sub-cultures may bring with it the automatic threat of sanctions e.g. extremist religious or political groups who may be banned or prohibited; • any other reasonable response. Band 0 **[0 marks]** No creditworthy response. Band 1 **[1–3 marks]** Answers in this band will show only a limited awareness of the negative aspects of youth sub-culture. There may be some discussion of socialisation but this may not be directed to the question. Responses may be short and undeveloped. Sociological terms and concepts are unlikely to be used. At the top of the band, candidates may offer more than one weak point. Band 2 **[4–6 marks]** Answers in this band will show basic sociological knowledge and understanding. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Responses may be underdeveloped and lacking in range. Answers may focus on describing youth sub-culture; this may include description of how members of sub-cultures get involved in crime or gangs, without any attempt to explain why this presents a problem for the individual. e.g. *young people may join gangs which have their own norms and values that gang members must follow.* At the top of the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed.	**8**

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Question	Answer	Marks
2(d)	Band 3 **[7–8 marks]** Answers in this band will show good sociological knowledge and understanding of the negative aspects of youth sub-culture and will be well developed and explained. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.	
2(e)	**To what extent is the peer group the most important agency of socialisation?** Arguments for: • in the peer group we often see the influence of friendship networks with close emotional and social ties and this can have a more powerful impact – particularly in the teenage years – than any other agency of socialisation; • the peer group within the workplace can be extremely effective as an agency of socialisation, so occupational subcultures involving work mates may exist which can influence individuals into doing things they would ordinarily avoid such as criminal acts e.g. the banking fraternity; • young people especially spend a vast amount of time with their peers – at school and socialising after school – it is thus unsurprising that peers influence each other during the school years; • functionalists argue that youth is a time of transition and the peer group functions as a source of support in the chaotic and turbulent teen years in which they are experimenting with lifestyle and trying to establish their own identity; • the quest for promotion involves individuals in demonstrating work place values in an effort to move up the hierarchy, the influence of this is particularly strong in those who are committed to establishing a successful career; • peer groups are often influential in shaping image and identity via constant positive and negative pressure, above and beyond the influence of agencies such as the media; • anti-school subcultures demonstrate that, despite the good intentions of the family and of teachers, some youth fall under the sway of negative influences which can effectively hamper their future life chances; • any other reasonable answer. Arguments against: • functionalists argue that the family, particularly the nuclear family, is a more important agency of socialisation than the peer group as it provides primary socialisation into socially acceptable norms and values and without this work none of the secondary agencies would be able to function; • the family socialises children into their gender identity (Oakley) which is often fundamental to how we see ourselves, and how others see us, providing a platform for future roles and relationships; • the family is a more important agency of socialisation as it provides the core skills such as speaking, walking and toileting without which individuals would not find acceptance in wider society e.g. feral children;	**15**

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Question	Answer	Marks
2(e)	in some cultures religion is a more potent socialising force than peers – the influence of religious teachings transmitted through role models and reinforced via the most serious sanctions (e.g. heaven and hell) can transcend other agencies; postmodernists would argue that in today's media-saturated society tv, advertising and social media are the single most effective transmitter of a wide variety of norms and values to individuals, ranging from gender norms to consumer values; both functionalists and Marxists maintain that education is highly effective as an agency of socialisation and social control as it builds directly upon primary socialisation and continues through the formative years via the hidden curriculum; any other reasonable response. Band 0 **[0 marks]** No creditworthy response. Band 1 **[1–4 marks]** Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Responses may be short, undeveloped and one-sided e.g. *young people are influenced most by their friends because they want to keep their friends.* At the bottom of the band, use of sociological terms or concepts is very unlikely. At the top of the band, candidates may understand the meaning of peer group or be able to list the agencies of socialisation but have no understanding of their importance. Band 2 **[5–8 marks]** In this band candidates will show some basic knowledge of the debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may describe examples of agencies of socialisation e.g. *the peer group are people who are the same age and status as you like the people you work with or the people you go to school with. What they do can affect the way you behave.* **A one-sided answer cannot score higher than 8 marks.** Band 3 **[9–12 marks]** Answers in this band will show good sociological knowledge and understanding of the extent to which the peer group might be more important than other agencies of socialisation. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question.	

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Question	Answer	Marks
2(e)	Band 4 **[13–15 marks]** Answers in this band will show an excellent knowledge and understanding of the extent to which the peer group might be more important than other agencies of socialisation. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent?' part of the question through a focused conclusion e.g. *the peer group is clearly influential agencies of socialisation people will change their behaviour to be accepted by their peers, especially in their teen years. However, socialisation is a lifelong process and other agencies may be equally or more important than the peer group at other life stages.*	

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Question	Answer	Marks
Minority ethnic groups are at higher risk of poverty and often have to rely on the welfare state. Some sociologists claim that this is due to unemployment and low pay.		
3(a)	**What is meant by the term 'welfare state'?** Welfare state = the way in which government try to provide for the less well-off and reduce social inequality. One mark for partial definition e.g. *government hand outs* Two marks for clear definition e.g. *state benefits and payments to help disadvantaged groups have better life chances*	**2**
3(b)	**Describe <u>two</u> ways governments can improve the life chances of the poor**. Possible answers: • education e.g. through free and universal state education or through programmes like Sure Start, aiming to create equal opportunity amongst the very young; • housing e.g. social housing schemes and housing benefits; • the provision of free and/or universal healthcare e.g. the NHS in the UK is 'free at the point of delivery'; • the redistribution of wealth via progressive taxation e.g. in Scandinavian countries the benefits and taxation systems are used so the wealthy pay for some benefits for the poor; • the subsidising or providing free of charge goods or services for the poorer members of society e.g. in the UK free bus passes and a winter fuel allowance; • legislation such as national minimum wage laws or equal opportunities laws that try to remove discrimination from minorities e.g the 2010 Equality act which brought together earlier laws protecting the rights of the vulnerable and minorities; • the introduction of old age pensions and national insurance schemes, as in the UK, which creates a fund through which the sick and the unemployed are supported; • Any other reasonable response. One mark for each point correctly identified (up to maximum of two). One mark for each point that is developed (up to a maximum of two).	**4**

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Question	Answer	Marks
3(c)	**Explain how minority ethnic groups face inequality in modern industrial societies**. Possible answers: • institutional racism – some minority groups face discrimination that is built in to the way an organisation or system works so that discrimination is not the result of an individual's prejudice or actions e.g. being targeted by police due to police assumptions and policies; • being pre-judged, usually negatively, due to cultural or racial factors; • discrimination in education e.g through the ethnocentric curriculum and/or teacher labelling which may end up in a self-fulfilling prophesy of underachievement; • inequality in employment, recruitment and pay is well documented e.g. biased selection procedures, the glass or concrete ceiling and horizontal segregation in low pay, low status occupations; • some ethnic minorities are more likely to suffer unemployment e.g the Pakistani and Bangladeshi communities in the UK; • inequality in housing – some ethnic groups are effectively segregated within deprived urban areas, often in low quality housing facilities or are made to feel unwelcome in private housing developments; • inequality in health care; • inequalities in the media – interactionists argue that the labelling and scapegoating of minorities as 'scroungers' and potential terrorists or criminals is a familiar sight in the media; • lack of proportionate representation in film and tv, the relative invisibility of ethnic minority groups in mainstream tv and film is evidence of discrimination; • Any other reasonable response. Band 0 **[0 marks]** No creditworthy response. Band 1 **[1–3 marks]** Answers in this band will show only a limited awareness of the concept of inequality. Responses may be short and un/under developed. At the top of the band, there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points. Answers may be placed broadly within the concept of life chances in general. Band 2 **[4–6 marks]** A clear and accurate explanation showing good sociological knowledge and understanding of the concepts of inequality which is supported by relevant examples. Sociological terms should be expected. At the top of the band candidates will use sociological terms and concepts, referring to a range of factors. Candidates will address how ethnic minorities face inequality.	**6**

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Question	Answer	Marks
3(d)	**Explain why the welfare state may have failed to reduce poverty in modern industrial societies.** Possible answers: • welfare benefits have become too generous and therefore act as a disincentive to finding employment, thus only helping to maintain people on poverty level incomes; • some argue that there is still not enough investment e.g. initiatives to bring equal opportunities for children (like Sure Start) or to fund employment and skills-building enterprises which could help to alleviate future poverty; • some individuals are caught in the poverty trap (i.e. when poor people are unable to escape being in poverty) despite welfare measures being put in place – this happens because the poor may need to borrow from moneylenders who charge high interest or they need to pay childminders so they can work, in effect taking away any advantages that work brings; • the New Right believe there is a risk of producing an underclass whose values are antithetical to the mainstream e.g. the notion of the idle or undeserving poor; • right-wing sociologists like Charles Murray argue that welfare states create a dependency culture in which people feel they do not need to look after themselves as the State will always step in and provide; • the welfare state does nothing to challenge the culture of poverty which may arise – here people develop a set of norms and values that unfortunately keep them in poverty e.g not valuing education, desiring immediate gratification, fatalism ,etc. • a cycle of poverty may occur in which families who have been in poverty for at least 3 generations continue to be poor as the factors which cause their poverty are not challenged and the welfare state merely alleviates the worst aspects of it e.g. the poor lack social and cultural capital and this puts them at a disadvantage; • Marxists would argue that there is a lack of political will to effectively reduce poverty as it is endemic to capitalism and therefore the welfare state is just meant to keep the poor and powerless subdued; • any other reasonable response. Band 0 **[0 marks]** No creditworthy response. Band 1 **[1–3 marks]** Answers in this band will show only a limited awareness of why the welfare state has failed to reduce poverty. A tendency to description is likely. Responses may be short and undeveloped, e.g. *the state doesn't give people enough money* stated without explanation. Sociological terms and concepts are unlikely to be used. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point.	**8**

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Question	Answer	Marks
3(d)	Band 2 **[4–6 marks]** Answers in this band will show basic sociological knowledge and understanding. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Responses may be underdeveloped and lacking in range. Answers may focus on describing poverty, without any attempt to explain why the welfare state has failed to prevent it e.g. *poverty can occur when people become unemployed and can no longer afford to feed their family when you don't have the basics this is absolute poverty.* At the top of the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed. Band 3 **[7–8 marks]** Answers in this band will show good sociological knowledge and understanding of why the welfare state may not prevent poverty and this will be well developed and explained. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout	
3(e)	**To what extent has discrimination been eliminated in modern industrial societies?** Arguments for: • laws have been put in place to challenge ageism e.g. in UK people can't now be forced into retirement; • anti-racism campaigns and legislation have been enacted against hate speech and discrimination on the basis of ethnicity; • feminists fought for legislation against gender discrimination e.g. the Equal Pay Act and the fact that women can now access high status and highly paid jobs shows that this has worked; • in modern industrial societies it is now less acceptable to hold views which are overtly prejudiced in terms of class, gender, ethnicity and age and this liberalisation of attitudes has created an environment in which it is harder to discriminate against the vulnerable or minorities; • it is harder for agencies like the police to discriminate against ethnic minorities as public scrutiny is higher as a result of well publicised cases of institutional racism e.g. the Stephen Lawrence case; • in recent times legislation being introduced to criminalise discrimination on grounds of sexual orientation e.g. civil partnerships and same sex marriage laws; • across the world there is evidence of success and opportunity for those who had previously been discriminated against e.g. we have had a Black African American president of USA, a female president of Brazil, etc. • any other reasonable response.	

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Question	Answer	Marks
3(e)	Arguments against: • ageism (i.e. discrimination by employers against older or younger workers) is still a problem as it is often difficult to prove discrimination and there is an acceptance, for example, that younger workers should earn less than older workers via differential minimum wage levels; • the institutional racism that is embedded in some public institutions has not gone away e.g. there is still concern about stop and search of Black males in London; • vertical segregation – there is evidence that a glass ceiling persists and that this limits employment opportunities for women and some ethnic groups e.g. women are not accessing top jobs in the same numbers as men; • horizontal segregation of work force so that disadvantaged groups are focused in low paid jobs or sectors such as women being clustered in caring and cleaning professions; • there is evidence that racial or ethnic segregation is still in operation in neighbourhoods and schools which are often in deprived areas, thus perpetuating the cycle of poverty in disadvantaged groups; • stereotyping in media still persists e.g. negative representations of the elderly as lonely and dependent, youth as delinquent and women as sex-objects, ethnic minorities as immigrants who are either scroungers or are here to steal jobs; • employers maintain patriarchal attitudes e.g. women of child bearing age don't get opportunities because they might leave to have children and then stay at home; • Any other reasonable response. Band 0 **[0 marks]** No creditworthy response. Band 1 **[1–4 marks]** Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Responses may be short, undeveloped and one-sided e.g. *there is less discrimination today because women can get men's jobs.* At the bottom of the band, use of sociological terms or concepts is very unlikely. At the top of the band, candidates may understand the meaning of socialisation or be able to list the agencies of socialisation but have no understanding of the processes of socialisation. Band 2 **[5–8 marks]** In this band candidates will show some basic knowledge of the debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may describe examples of discrimination e.g. *women face a glass ceiling in employment this is where they can reach so high but never get to the top of a company even though they are good at their job.* **A one-sided answer cannot score higher than 8 marks.**	**15**

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Question	Answer	Marks
3(e)	Band 3 **[9–12 marks]** Answers in this band will show good sociological knowledge and understanding of the extent to which discrimination has been eliminated in MIS. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question. Band 4 **[13–15 marks]** Answers in this band will show an excellent knowledge and understanding of the extent to which discrimination has been eliminated. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent?' part of the question through a focused conclusion e.g. *Although MIS have introduced much legislation to counter discrimination and made some progress issues like institutional racism, patriarchy in the home and the work place and ageism in the media still persist.*	

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Cambridge International Examinations
Cambridge Ordinary Level

SOCIOLOGY **2251/13**

Paper 1 **May/June 2018**

2 hours (including 15 minutes' reading time)

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Additional Materials: Answer Booklet/Paper

READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Answer Question 1 and **either** Question 2 **or** Question 3.
The number of marks is given in brackets [ ] at the end of each question or part question.

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This document consists of **3** printed pages and **1** blank page.

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International Examinations

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[Turn over

Section A: Theory and methods

Answer Question 1.

1 Source A

There was a radio broadcast in 1938 called ''*The War of the Worlds*''. The story is about an alien invasion. Whilst it was not real the broadcast became famous for causing mass panic in parts of the USA. Many people believed that Earth was being invaded by aliens. The first part of the broadcast was in the style of news bulletins, which made some people believe that the alien invasion was real.

In 1940 Hadley Cantril researched the effect this broadcast had on the audience. He interviewed 135 people and found 74 per cent had believed the broadcast was real. However another piece of research, a large national survey, found different results. In this study only 12 per cent believed the alien invasion was real.

(a) From the evidence in Source A, identify the **two** research methods used. [2]

(b) Identify **two** ways in which primary data may be biased. [2]

(c) Using information from Source A, suggest **two** possible reasons why the results of the interviews were different to those of the national survey. [4]

(d) Describe **two** strengths of using field experiments in sociological research. [4]

(e) Describe **two** strengths and **two** limitations of using non-official statistics in sociological research. [8]

(f) Explain why research based on media content may not be valid. [10]

(g) To what extent is the positivist approach the best way of conducting sociological research? [15]

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Answer **either** Question 2 **or** Question 3.

Section B: Culture, identity and socialisation

2 In modern industrial societies some sociologists believe most people share a common culture. They live in families, see education as a good thing, vote and respect the law. However others believe people do not share a common culture but are divided into many sub-cultures. These can be based around social class, age, religion and ethnicity.

(a) What is meant by the term 'culture'? [2]

(b) Describe **two** ways culture can be learned. [4]

(c) Explain how sub-cultures are formed. [6]

(d) Explain why some believe age is a social construction. [8]

(e) To what extent has globalisation created a global culture? [15]

Section C: Social inequality

3 Nineteenth-century Britain was a very patriarchal society. Since then governments have introduced legislation that has improved the rights of women and reduced discrimination. Despite this, feminists would still suggest that patriarchy is an important feature of modern industrial societies.

(a) What is meant by the term 'patriarchy'? [2]

(b) Describe **two** examples of discrimination faced by women in modern industrial societies. [4]

(c) Explain how governments have used legislation to improve the rights of women. [6]

(d) Explain why females may have lower status than males in modern industrial societies. [8]

(e) To what extent have social inequalities been reduced in modern industrial societies? [15]

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Cambridge Assessment International Education
Cambridge Ordinary Level

SOCIOLOGY **2251/13**

Paper 1 **May/June 2018**

MARK SCHEME

Maximum Mark: 80

Published

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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Question	Answer	Marks
Source A There was a radio broadcast in 1938 called *'The War of the Worlds'*. The story is about an alien invasion. Whilst it was not real the broadcast became famous for causing mass panic in parts of the USA. Many people believed that Earth was being invaded by aliens. The first part of the broadcast was in the style of news bulletins, which made some people believe that the alien invasion was real. In 1940 Hadley Cantril researched the effect this broadcast had on the audience. He interviewed 135 people and found 74 per cent had believed the broadcast was real. However another piece of research, a large national survey, found different results. In this study only 12 per cent believed the alien invasion was real.		
1(a)	**From the evidence in Source A, identify the <u>two</u> research methods used.** Acceptable answers: • interview • survey One mark for each correct method identified up to a maximum of two.	**2**
1(b)	**Identify <u>two</u> ways in which primary data may be biased.** Possible answers: • primary data may be biased according to who collects it, e.g. a charity may be trying to promote a particular message and either intentionally or unintentionally skew the data to favour their perspective; • primary data may reflect the ideology or sociological perspective of the group/researchers producing the data e.g. Marxist research on social class issues and inequalities; • a rogue researcher may allow bias in research in order to promote self-interest e.g. exaggerating details in a covert participant observation with the hope of publishing and profiting from it in a book or possibly gaining academic promotion; • primary data may contain lies or exaggeration on the part of respondents if sufficient care is not taken to ensure maximal validity, confidentiality, etc.; • primary data may be written with the intention of publication e.g. diaries of politicians and statesmen who hope to make money and cement their reputations; • Primary data may be affected by interviewer bias, etc. • Any other reasonable response. Two marks for any two ways identified. (Up to a maximum of two).	**2**

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Question	Answer	Marks
1(c)	**Using information from Source A, suggest <u>two</u> possible reasons why the results of the interviews were different to those of the national survey.** Possible answers include: • there are differences in scale e.g. Cantril only used 135 people which would make it unrepresentative and difficult to generalise from compared to a national survey; • the interviewer effect may have taken place, e.g. Cantril may have inadvertently 'led' the respondents into giving the answers they thought he wanted thus allowing social desirability to take place which is less likely in a survey which is often self-completion; • the face to face format of the interview and probing means that validity is enhanced e.g. it is easier to ascertain if the effect was 'real' in an interview but in the survey people could just lie; • the survey may have offered anonymity therefore it could be more valid than the interview because people are more likely to tell truth if they think they cannot be identified; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–2 marks]** Answers at the bottom of the band will offer one reason without interpretation of Source A. Answers at the top end of the mark band may offer two reasons but without reference to Source A e.g. *there might be interviewer bias or a lack of validity.* **Band 2 [3–4 marks]** To reach this band candidates must make reference to Source A. They will begin to show the ability to interpret the source and use it to support their answer. To reach the top of the band candidates will give two reasons with development and reference to Source A.	**4**

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Question	Answer	Marks
1(d)	**Describe <u>two</u> strengths of using field experiments in sociological research.** Field experiment = an experiment undertaken in the natural setting of the real world (e.g. a school) rather than in a controlled environment such as a laboratory. Possible answers: • findings may be more ecologically valid as behaviour is more naturalistic when participants are in their usual surroundings; • it can often give access to a larger scale research as it is not confined to a laboratory, thus enhancing the representativeness and generalisability of the study; • it is a good way of investigating institutions such as workplaces and schools as researchers can be on site observing and recording in that environment and so gain a more sophisticated understanding of the processes involved; • the researcher may observe behaviour that they had not expected because they are in the field and this is a dynamic environment, and this may open up other avenues of research; • the observer effect may be avoided as the researcher may just blend in to the background as participants go about their daily routines, thus enhancing validity; • the researcher may develop greater understanding of a social situation or internal group dynamic which may be difficult to research otherwise e.g. how discrimination works in the workplace; • any other reasonable response. One mark for each strength correctly identified (up to a maximum of two). One mark for each point that is developed (up to a maximum of two).	**4**

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Question	Answer	Marks
1(e)	**Describe <u>two</u> strengths and <u>two</u> limitations of using non-official statistics in sociological research.** Non-official statistics = statistics produced by non-governmental organisations such as companies, pressure groups, etc. Possible answers: Strengths: • non-official statistics are cheap compared to doing your own large scale primary research in order to generate the same statistics; • they are readily available and therefore are convenient for the researcher e.g. can be found online, in libraries; • it could be argued that certain non-governmental organisations may be more likely to be free from political bias and therefore that the resulting statistics offer more valid data; • it is easy to identify patterns/trends over time or between different social groups, as with any statistics and this may be particularly useful to positivist researchers; • statistics tend to be large scale and representative so offer findings which can be generalised to the whole research population; • non-official statistics from charitable organisations like the Joseph Rowntree Foundation or the Wellcome Trust use professional researchers so standards and ethics are high and researchers can therefore trust them; • non-official statistics are usually high in reliability because of the standardised measuring tools used and positivist sociologists put this as a top priority in their research; • any other reasonable response. Limitations: • non-official statistics may lack validity because they are quantitative data derived from largely closed or pre-coded questions and therefore cannot give depth and detail; • they may still contain researcher bias even though they are not government generated e.g. the statistics may be promoting the agenda of the charity concerned; • all statistics are a social construct, i.e. they are a product of the definitions and measurements set by the researchers rather than 'objective facts' so caution needs to be exercised when using them; • non-official statistics may be incomplete or inaccurate e.g. people may lie as it is not official but done by market researchers in the street; • comparisons over time can only be made if the phenomenon has been measured in the same way over time and this cannot be guaranteed; • any other reasonable response. One mark for each strength correctly identified (up to a maximum of two). One mark for each strength that is developed (up to a maximum of two). One mark for each limitation correctly identified (up to a maximum of two). One mark for each limitation that is developed (up to a maximum of two).	**8**

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Question	Answer	Marks
1(f)	**Explain why research based on media content may not be valid.** Possible answers: • the media may be biased and selective in its content and thus research using media sources as secondary evidence is liable to the same flaws; • research conducted by for example documentary teams may be limited in scope and thus ultimately it cannot pretend to paint an accurate picture of the whole population being studied; • media sources need to be checked against other sources as some newspapers and many TV programmes are made, at least partially, for entertainment purposes so are likely to sensationalise and exaggerate; • the recent proliferation of 'fake news' across media such as the press, television and the internet illustrates how careful researchers have to be when taking material from media sources; • data in media products reflect the views only of the individuals or organisations producing them e.g. the recent concerns over the journalistic objectivity at 'Russia Today'; • some media products such as newspapers may exclude the marginalised in society; • the journalists or media pundits producing the data may not be an expert on what they are commenting on or researching, therefore mistakes can be made which compromise the validity of the data gathered; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers at this level are likely to show limited understanding and be based on common sense or demonstrate little in the way of clear sociological knowledge or terminology. At the bottom of the band candidates may make only one brief over simplistic point e.g. *because they are biased*. At the top of the band candidates may begin to use some appropriate knowledge or terminology. Candidates may only give one reason e.g. s*econdary data may not be valid because the people who produced it may be biased and only give their views of the world.*	**10**

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Question	Answer	Marks
1(f)	**Band 2 [4–7 marks]** At the bottom of the band, candidates demonstrate basic understanding of the issue and begin to use some appropriate knowledge and terminology. Supporting explanation may be weak or over simplistic e.g. s*econdary data can lack validity because it is unrepresentative of the whole of society or the social group being studied.* At the top of the band, candidates use appropriate knowledge and terminology but may not fully focus on the question. Candidates are likely to offer more than one reason e.g. s*econdary data can lack validity because it is unrepresentative of the whole of society or the social group being studied also because it is electronic it may have been edited to give a favourable view of the individual or group.* **Band 3 [8–10 marks]** The candidates' answer is fully focused on the question e.g. *the problem with secondary data from electronic media is that it may be biased because the individuals producing it want to show themselves in a positive light so they may not tell the truth about themselves, equally they may not have a valid perspective on events because they are commenting on things which are outside their expertise.* There is evidence of good use of sociological terms. At the bottom of the band the range of reasons may be narrow. At the top of the band, candidates should offer a range of reasons as well as demonstrate accurate use of sociological concepts.	**10**
1(g)	**To what extent is the positivist approach the best way of conducting sociological research?** Positivism = an approach based on the study of society in the manner of the natural sciences, producing quantitative data. Arguments for: □ the macro approach associated with positivism allows for large scale research on whole societies which the micro approach cannot achieve; □ positivism offers a scientific approach to the study of social behaviour and allows for causality and correlation between different social variables to be explored; □ positivist methods are quantitative and allow for the identification of patterns and trends in the data which are useful in comparative studies over time and between different social groups; □ data produced is usually high in reliability due to the standardised measuring tools used e.g. closed questions in surveys; □ positivist methods are seen as being more objective and aiming at value freedom which should minimise the amount of bias and enhance accuracy; □ positivist approach has some practical advantages e.g. positivists favour social surveys or questionnaires which are relatively cheap and easy compared to interpretivist methods e.g. it is cheaper to send out a questionnaire than pay for an experienced interviewer; □ a positivist approach could be better than an interpretivist one depending on the topic e.g. if researchers are investigating the extent to which the British people are still in favour of Brexit then a nationwide survey would be the most appropriate; □ Any other reasonable response.	**15**

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Question	Answer	Marks
1(g)	Arguments against: - interpretivists would argue that researchers are never value free – all research is influenced by researcher's values, either consciously or unconsciously, and therefore there is no advantage to adopting a positivist approach on these grounds; - research is seldom purely objective e.g. there may be a bias towards a predictive hypothesis or research aims or towards the interests of those providing the funding; - a positivist approach yielding quantitative data is not appropriate to establish social meaning e.g. numbers cannot easily provide reasons, feelings and in-depth views from participants; - positivist methods often tend to be low in validity e.g. people lie in questionnaires and statistics (secondary data) are more social constructions than social facts; - the aspiration to emulate the methodology of the natural sciences is wrong-headed because positivists are dealing with human beings who possess agency and decision-making power unlike the more law-like physical natural forces in nature; - Social facts don't exist meaning they are a product of social interactions and the meanings generated by the participants and these can only be accessed by qualitative methods such as unstructured interviews and participant observations; - Any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–4 marks]** Answers at this level are likely to show limited understanding and be based on common sense or demonstrate little in the way of clear sociological knowledge or terminology. At the bottom of the band candidates may make only one brief over simplistic point. At the top of the band, candidates may make one or two general points about positivism or interpretivism, but they won't be well-linked to the question e.g. *positivists want to be scientific*. **Band 2 [5–8 marks]** In this band candidates may approach the question by describing some aspects of positivist research. There may be some basic discussion of why positivists take the approach they do. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to assess whether positivism is the best research approach. At the top of the band, candidates may offer a description of more than one issue. **A one-sided answer cannot score higher than 8 marks.**	**15**

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Question	Answer	Marks
1(g)	**Band 3 [9–12 marks]** Answers in this band will show good sociological knowledge and understanding of the issues inherent in the question. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question. **Band 4 [13–15 marks]** Answers in this band will be clearly focused on the question and address the 'extent' to which positivist research is the best method. Candidates show an excellent grasp of sociological terms and knowledge. At the bottom of the band, candidates will offer a range of arguments both for and against the question but may not offer an evaluative conclusion. At the top of the band, there will also be an evaluative conclusion e.g. *whilst it could be argued that positivist methods still have value to collect large scale qualitative data, most researchers would view methodological pluralism as the best way to conduct any research.*	**15**

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Question	Answer	Marks
In modern industrial societies some sociologists believe most people share a common culture. They live in families, see education as a good thing, vote and respect the law. However others believe people do not share a common culture but are divided into many sub-cultures. These can be based around social class, age, religion and ethnicity.		
2(a)	**What is meant by the term 'culture'?** Culture = the way of life of a society One mark for partial definition e.g. *a country's food and language.* Two marks for clear definition e.g. *the norms and values or lifestyle in a society.*	**2**
2(b)	**Describe <u>two</u> ways culture can be learned.** Possible answers: • through primary socialisation – for example parents teaching their children table manners by role modelling; • through secondary socialisation e.g. young people learn the different aspects of their social identity through the secondary agents and their processes; • through community and social interaction e.g. communication of language, participation in festivals, etc.; • though the family e.g. the acquisition of gender identity through processes such as canalisation, manipulation and verbal appellation (Oakley); • through education e.g. hidden curriculum teaches us the norms that enable us to fit into the workplace such as conformity and acceptance of authority; • through the media e.g. imitating the appearance and behaviours of celebrity role models such as Kim Kardashian or Kanye West; • through religion e.g. the norms and values of a particular culture may be transmitted via holy books, religious instruction and role models; • through the work place e.g. norms like time keeping and values such as hard work are learnt and reinforced; • through the peer group e.g. peer pressure may 'teach' us what is the norm and what values are acceptable in a given culture • any other reasonable response. One mark for each example identified (up to maximum of two). One mark for each description (up to a maximum of two).	**4**

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Question	Answer	Marks
2(c)	**Explain how sub-cultures are formed.** Possible answers: • sub-cultures can be formed as a means of rebellion against society and its norms and values e.g. hippies' rejection of contemporary sexual morality; • those who lack power and status set up sub-cultures as a way to achieve power and status e.g. Cohen's anti-school sub-culture as a reaction to the experience of status frustration; • Marxists would argue that some sub-cultures form against capitalist values because the system offers them nothing, hence they may turn to anti-social and/or criminal behaviour to get what they lack; • functionalists may argue that sub-cultures may be formed as a safety valve and means for adolescences to manage the transition to adulthood and assert their independence, allowing for peer support in a turbulent time; • sub-cultural theorists would argue that sub-cultures form when the socially approved goals can't be achieved by socially acceptable means and hence deviation occurs; • minority ethnic groups or disadvantaged social classes are more likely to gravitate towards a sub-culture as a means of showing solidary with those in similar social situations e.g. some young Muslims being attracted to extremist groups; • feminists like McRobbie argue that girls may join a 'bedroom sub-culture' as a respite and quasi-rebellion against sexual subordination; • some argue that certain sub-cultures are effectively created by media as fashions and trends that subsequently disappear when the media interest wanes e.g. ravers; • members of religious sects reject mainstream values and set up their own communities which are often isolated from the mainstream e.g. sects; • any other reasonable answer. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of the way sub-cultures are formed. Responses may be short and un/under developed. At the top of the band, there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points. Answers may be placed broadly within the concept of sub-cultures in general. **Band 2 [4–6 marks]** A clear and accurate explanation showing good sociological knowledge and understanding of the social processes of learning to conform which is supported by relevant examples. Sociological terms should be expected. At the top of the band candidates will use sociological concepts, referring to a range of factors. Candidates will address how sub-cultures are formed.	**6**

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Question	Answer	Marks
2(d)	**Explain why some believe age is a social construction.** Possible answers: • the age of majority is not consistent across different societies e.g. when you become an adult may be 18 in the UK but 20 in Japan; • rites of passage differ in different societies/cultures – the meanings, rights and responsibilities initiated by such ceremonies vary widely e.g. the responsibilities into which a Jewish male is inducted in the Bar Mitzvah and very different to the initiation rites in other communities such as secular British culture in which adulthood is signalled by various rights such as voting, marriage without parental consent, drinking alcohol, etc.; • retirement did not exist as such in the past and retirement ages differ across societies and are therefore relative, even within Britain there has been recent change such that there is now no compulsory retirement age suggesting a changing view of ageing; • MIS are more child-centred so childhood lasts longer and is a more defined phase with generally clear norms and values but this represents a change and some even argue that 'childhood is disappearing' (Postman); • postmodernists argue that the boundaries between the ages are blurring especially in MIS where people live longer e.g. some now see 60 as the new 40, etc. and this is catered for in consumer culture via cosmetisation; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of why age can be seen as a social construction. There may be some discussion of age or social construction but this may not be directed to the question. Responses may be short and undeveloped. Sociological terms and concepts are unlikely to be used. At the top of the band, candidates may offer more than one weak point.	**8**

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Question	Answer	Marks
2(d)	**Band 2 [4–6 marks]** Answers in this band will show basic sociological knowledge and understanding. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Responses may be underdeveloped and lacking in range. Answers may focus on describing the relativity of age, without any attempt to explain why it is a social construct e.g. *in MIS you are an adult at 18 or 21 in traditional societies you can be an adult if you have reached puberty.* At the top of the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed. **Band 3 [7–8 marks]** Answers in this band will show good sociological knowledge and understanding of the way age can be seen as a social construction which will be well developed and explained. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.	**8**
2(e)	**To what extent has globalisation created a global culture?** Arguments for: □ new technology allows everyone access to global media which is dominated by western companies like Disney and these products promote norms and values which are gaining a global acceptance; □ the ease of global trade mixed with constant exposure in the media means that there are certain types of clothing, such as jeans and t-shirt, that have become common place all over the world; □ globalisation has brought an emphasis on consumerism in which the same premium brands are sought after and sold worldwide e.g. Apple, Amazon, Porsche, etc.; □ Food and drink – individuals can buy McDonald's almost everywhere, equally you can buy pizza in Hong Kong and noodles in New York and you can drink Coca-Cola everywhere; □ the films and music industries continue to be dominated by western English language products emerging from Hollywood and major western music labels; □ there are now global sports events such as the soccer world cup, Olympic games, etc. which bring together competitors from all over the world under a common ethos and set of values; □ some Marxists argue that the westernisation that globalisation has brought represents a form of cultural imperialism which puts indigenous and distinctive cultures under threat; □ there are now global political and economic institutions which aim to foster common human values and prosperity e.g. the World Bank, The United Nations, etc.; □ any other reasonable response.	**15**

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Question	Answer	Marks
2(e)	Arguments against: • in some countries, notably China, North Korea and Iran, access to internet and global media is restricted thus hindering the potential spread of the global culture; • traditional dress is still maintained in certain cultures e.g. in Asia and the Middle East where female modesty is a core value this is reflected in norms of dress e.g. hijab or burqa; • Bollywood has emerged as a non-Western medium for entertainment and whilst this is largely for an Indian audience it does export its 'brand', reinforcing the original culture of immigrant communities; • the internet is democratic and musical artists from different cultures can now post videos and songs in their own language for their own culture's appreciation; • some remote cultures with little communication and access to technology are far removed from this global culture and in such an environment tradition and religion may be the driving forces of culture; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–4 marks]** Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Responses may be short, undeveloped and one-sided e.g. *there is a global culture because you can get McDonald's anywhere.* At the bottom of the band the use of sociological terms or concepts is very unlikely. At the top of the band, candidates may understand the meaning of globalisation or global culture but have no understanding of the debate. **Band 2 [5–8 marks]** In this band candidates will show some basic knowledge of the debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may describe examples of global culture e.g. w*estern dress can be seen in many parts of the world: young people wear jeans everywhere.* **A one-sided answer cannot score higher than 8 marks.**	**15**

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Question	Answer	Marks
2(e)	**Band 3 [9–12 marks]** Answers in this band will show good sociological knowledge and understanding of the extent to which globalisation has created a global culture. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question. **Band 4 [13–15 marks]** Answers in this band will show an excellent knowledge and understanding of the extent to which globalisation has created a global culture. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent?' part of the question through a focused conclusion e.g. *whilst there are elements of global culture in most parts of the world particularly as spread by global media and the internet, many cultures have retained their cultural difference.*	

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Question	Answer	Marks
Nineteenth-century Britain was a very patriarchal society. Since then governments have introduced legislation that has improved the rights of women and reduced discrimination. Despite this, feminists would still suggest that patriarchy is an important feature of modern industrial societies.		
3(a)	**What is meant by the term 'patriarchy'?** Patriarchy = the dominance of men over women and children in society. One mark for partial definition e.g. *where men are in charge.* Two marks for clear definition e.g. *where men dominate all aspects of the lives of women and children in extreme cases treating them as their property.*	**2**
3(b)	**Describe <u>two</u> examples of discrimination faced by women in modern industrial societies.** Discrimination = when an individual or group suffers disadvantage because of their characteristics, for example being refused a job. - vertical segregation – women often don't get top executive roles (glass ceiling) and this is linked to their stereotypical roles e.g. because they might have children; - women don't get the same training opportunities because they might leave to have children and employers would regard this as a wasted investment or women who have had children return to fewer opportunities; - female pensions may be lower because child rearing is not pensionable work and thus women are disadvantaged compared to men in their old age; - the dual and triple roles – feminists argue that women work longer hours because evidence shows that the burden of household tasks and child care falls on them even though they have full time work too; - sexism and sexual harassment recently highlighted in the film business by the #MeToo campaign but evidenced as a problem in the workplace more widely; - the gender pay gap – women are still being paid, on average, lower wages than men for comparable work which disadvantages women in terms of their life chances; - horizontal segregation in the workforce e.g. women are concentrated in part-time low paid work such as the 5 C's that often have to fit around childcare responsibilities; - any other reasonable response. One mark for each example identified (up to maximum of two). One mark for each description (up to a maximum of two).	**4**

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Question	Answer	Marks
3(c)	**Explain how governments have used legislation to improve the rights of women.** NOTE: Legislation can vary considerably and there is much scope for local examples to be used in this answer. Possible answers: • the Equal Pay Act (1970) laid down the principle of equal pay for equal work between the sexes in the UK and prohibits gender discrimination in terms and conditions of employment; • the legal right to statutory maternity leave means that women in careers are entitled to an amount of paid leave before and after the birth of their baby; • the right to vote for women is now commonly accepted across most modern industrial societies and this gives women the recognition of full citizenship and political participation; • the legal right to hold political office allows women to run for election in local or national assembles with the corresponding power to effect social change; • the legal right to compulsory state education has transformed women's lives across the world – as women in developing countries achieve better literacy now; • females are outstripping males in certain educational areas e.g. girls do better than boys at GCSE level in the UK and this inevitably has a knock-on effect in terms of life chances; • laws regulating advertising standards can prevent the mis-representation of women e.g. pornographic stereotypes; • the legal right to own property contributes to greater female power, status and independence; • the legal right to divorce frees women who are trapped in abusive and loveless marriages so they can reassert their independence and/or look for another life-partner; • laws preventing forced marriage mean that the view of the women must be taken into account and her consent obtained as she is more than the property of her father; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of the way legislation has improved the rights of women. Responses may be short and un/under developed. At the top of the band, there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points. Answers may be placed broadly within the concept of equal rights in general.	**6**

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Question	Answer	Marks
3(c)	**Band 2 [4–6 marks]** A clear and accurate explanation showing good sociological knowledge and understanding of the way legislation has improved the rights of women which is supported by relevant examples. Sociological terms should be expected. At the top of the band candidates will use sociological terms and concepts, referring to a range of factors. Candidates will address how women's rights have improved.	**6**
3(d)	**Explain why females may have lower status than males in modern industrial societies.** Possible responses: • feminists argue that patriarchy still exists across cultures and this explains why females have lower status at every level of society, including MIS's; • the gender pay gap affects status – women tend to be less well paid than men as they have jobs linked to traditional female roles e.g. nursery nurse or cleaner which tend to be low paid; • women are disproportionately concentrated in part time jobs, including on zero-hours contracts, which bring in less income and with it less status compared to full-time employment; • the domestic work that women do unpaid is low status in MIS's e.g. women who are 'only a housewife' and it is still unusual for males to take on the role of 'househusband'; • the expectation that women carry out childcare responsibility puts women at a disadvantage in terms of the workplace as they often fall behind in their career meaning that they lose status, or have less opportunity to achieve higher status, compared to male colleagues in the workplace; • there are relatively few female role models in high status roles, for example in business, engineering, computing, etc. and therefore women are not breaking through to achieve the status rewards that males achieve in these areas; • political and legal institutions are still male dominated and so women still lag behind in terms of representation in these fields which affects their status in terms of how they are seen and how they see themselves; • the theory of the male gaze (Mulvey) argues women are portrayed in media and the arts from a male perspective which tends to show them in 'passive, weak or subordinate' roles and this brings with it a lower social status than men who are depicted as active, string and dominant; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of why females may have lower status than males in modern industrial societies. There may be some discussion of status but this may not be directed to the question. Responses may be short and undeveloped. Sociological terms and concepts are unlikely to be used. At the top of the band, candidates may offer more than one weak point.	**8**

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Question	Answer	Marks
3(d)	**Band 2 [4–6 marks]** Answers in this band will show basic sociological knowledge and understanding. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Responses may be underdeveloped and lacking in range. Answers may focus on describing examples of low status; this may include description of how women are, some aspects of the answer may only be partially developed. **Band 3 [7–8 marks]** Answers in this band will show good sociological knowledge and understanding of why females may have lower status than males in modern industrial societies and will be well developed and explained. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.	**8**
3(e)	**To what extent have social inequalities been reduced in modern industrial societies?** Arguments for: • people cannot legally be discriminated against on the grounds of gender, age, race or sexual orientation in many modern industrial societies and this has helped to curb overt discrimination against minority or vulnerable groups; • in MIS's individuals have equal opportunities to education and this provides the foundation for social mobility in meritocratic societies, thus helping to reduce social inequalities across all marginalised groups; • there is now more equal access to justice e.g. through the legal aid system and this means that inequalities and discrimination can be challenged in the courts e.g. the Stephen Lawrence murder case and minority groups being treated unequally in the workplace; • legislation is now in place to reduce income inequalities, for example through the Equal Pay Act and the Sex Discrimination Act; • welfare state measures such as benefits, tax credits and pensions are all aimed at reducing class inequality so that poverty is minimised; • there is now greater scrutiny of the press and media in terms of how minority groups and other vulnerable groups are represented e.g. Channel 4's remit in terms of broadcasting minority issues; • the legalisation of civil partnerships and same-sex marriage has equalised the rights of same-sex couples under the law with that of heterosexual couples; • any other reasonable response.	**15**

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Question	Answer	Marks
3(e)	Arguments against: • women still face the glass ceiling (vertical segregation) in the workplace as statistics show they are still failing to reach the top in meaningful numbers in high status occupations like business, finance and computing; • the gender pay gap – women are still paid less than men for doing comparable work and this illustrates that, despite a legal framework for equality being in place, discrimination persists; • minority ethnic groups still suffer inequalities in the criminal justice system e.g. disproportionate stop and search on black males, higher arrest and conviction rates; • some ethnic minorities still do badly in education year on year and this means that they are disadvantaged in terms of their subsequent life chances in work; • horizontal segregation in which minority groups or women are clustered in low status and low paid work, thus social inequalities continue to be present in MIS's; • employers find ways of getting around anti-discrimination laws e.g. they don't call people for interview if they suspect they belong to a particular ethnic group; • research shows that there is still discrimination in recruitment e.g. those with foreign sounding names do not get through to interview stages despite having comparable experience and qualifications; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–4 marks]** Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Responses may be short, undeveloped and one-sided e.g. *women have to be paid the same as men if they do the same work.* At the bottom of the band, use of sociological terms or concepts is very unlikely. At the top of the band, candidates may understand the meaning of social inequality or be able to list examples of social inequality but have no understanding of their importance.	**15**

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Question	Answer	Marks
3(e)	**Band 2 [5–8 marks]** In this band candidates will show some basic knowledge of the debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may describe examples of equal opportunities legislation e.g. *the law now makes it illegal to discriminate against women in the work place if they do the same job they must get the same pay.* **A one-sided answer cannot score higher than 8 marks.** **Band 3 [9–12 marks]** Answers in this band will show good sociological knowledge and understanding of the way equal opportunities legislation has reduced social inequality. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well-developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question. **Band 4 [13–15 marks]** Answers in this band will show an excellent knowledge and understanding of the extent to which equal opportunities legislation has reduced social inequality. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent?' part of the question through a focused conclusion e.g. *although equal opportunities legislation has made it illegal to discriminate against people on the grounds of characteristics like age, disability and ethnicity often institutions and employers will find a way round the law therefore inequalities continue.*	**15**

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Cambridge International Examinations
Cambridge Ordinary Level

SOCIOLOGY **2251/12**

Paper 1 **October/November 2018**

2 hours (including 15 minutes' reading time)

Additional Materials: Answer Booklet

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READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Answer Question 1 and **either** Question 2 **or** Question 3.
The number of marks is given in brackets [ ] at the end of each question or part question.

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CAMBRIDGE International Examinations

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Section A: Theory and methods

Answer Question 1.

1 Source A

A famous study by Elton Mayo was conducted in the USA in the 1920's. The study was done in the Hawthorne factory. Mayo was asked to observe a group of workers and conduct a series of experiments. This was to allow the owners of the factory to create the best possible working conditions for them to get the most amount of work completed by their employees. To do this Mayo experimented with:

- the levels of heating
- the levels of lighting
- the length of rest breaks.

Mayo discovered that, no matter how the working conditions changed, the amount of work completed always increased. The possible explanations for this were:

1. The working conditions make little difference to the way people work.

2. Mayo's presence changed the behaviour of the workers.

(a) From the evidence in Source A, identify the **two** research methods being used. [2]

(b) Identify **two** problems researchers might have when interviewing people about their job. [2]

(c) Using information from Source A, describe **two** factors affecting the validity of the research. [4]

(d) Describe **two** strengths of using telephone questionnaires in sociological research. [4]

(e) Describe **two** strengths and **two** limitations of structured interviews. [8]

(f) Explain why findings from participant observation may be valid. [10]

(g) To what extent is the functionalist view of society correct? [15]

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Answer **either** Question 2 **or** Question 3.

Section B: Culture, identity and socialisation

2 Some researchers have claimed that traditional working class identity has declined because of the decrease in manual work. Other researchers have claimed there is now a new working class who have a clear social identity.

(a) What is meant by the term 'social identity'? [2]

(b) Describe **two** processes through which children learn social expectations. [4]

(c) Explain how conformity is rewarded in the workplace. [6]

(d) Explain why individuals from different social classes may not experience the same socialisation as each other. [8]

(e) To what extent is social class the most important factor in creating social identity? [15]

Section C: Social inequality

3 The welfare state is viewed by some sociologists as a cause of poverty. This is because they believe it makes people unwilling to work. Critics of this view say there are a large number of people who are willing to work but find themselves in a poverty trap.

(a) What is meant by the term 'poverty trap'? [2]

(b) Describe **two** types of inequality. [4]

(c) Explain how sociologists measure poverty. [6]

(d) Explain why the children of professional workers have better life chances than the children of the working class. [8]

(e) To what extent is poverty a result of social exclusion? [15]

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Cambridge Assessment International Education
Cambridge Ordinary Level

SOCIOLOGY **2251/12**

Paper 1 **October/November 2018**

MARK SCHEME

Maximum Mark: 80

Published

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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Question	Answer	Marks
1(a)	**From the evidence in Source A, identify the <u>two</u> research methods being used.** Acceptable responses: • observation/participant observation/overt participant observation; • experiment/field experiments. **One** mark for each method correctly identified from Source A (up to a maximum of **two**).	**2**
1(b)	**Identify <u>two</u> problems researchers might have when interviewing people about their job.** Possible answers: • interviewer bias/effect; • time-consuming; • need to maintain confidentiality and privacy; • need to maintain anonymity to prevent consequences from employers; • recording and analysing the data can be complex; • individuals may not tell the truth e.g. because it may involve the use of personal data such as income; • interviewees may be suspicious and not want to participate i.e. it may be difficult to gain trust; • in the formal atmosphere of the workplace an employee may feel uncomfortable and this will negatively affect the depth, detail or honesty of respondents; • any other reasonable response. **One** mark for each problem correctly identified (up to maximum of **two**).	**2**

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Question	Answer	Marks
1(c)	**Using information from Source A, describe <u>two</u> factors affecting the validity of the research.** Possible answers: • the Hawthorne Effect – Mayo's presence changed the behaviour of the workers and thus a true picture may not have emerged; • the study took place in a naturalistic environment – the factory – and this is likely to lead to more natural behaviour on the part of the workers; • Mayo couldn't control all the variables even when he thought he could e.g. he changed the lighting and length of breaks but he wouldn't be able to change factors like how much sleep the workers had or illness levels, etc.; • worker's perception of why Mayo was there made them suspicious (the owner's requested the experiments) and made them more productive which may have given a false picture; • the research took place in the 1920s – it is therefore outdated and may not present an accurate picture of how working conditions affect productivity today; • as Mayo did not participate as a worker he may not be able to fully understand their actions and therefore results may not be fully valid; • the working conditions made little difference to the way people worked – suggesting that Mayo's presence affected the workers' behaviour; • the findings of observation may be subjective as the researcher selects and interprets what they see which may then be biased; • any other reasonable answer. **One** mark for each point correctly identified from the source (up to a maximum of **two**). **One** mark for each point that is developed (up to a maximum of **two**).	**4**

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Question	Answer	Marks
1(d)	**Describe <u>two</u> strengths of using telephone questionnaires in sociological research.** Possible answers: • not time-consuming compared to other methods such as interviews; • they are generally cheaper than other methods such as face to face interviews; • the researcher has an opportunity to explain the wording of questions, so it is more valid than self-completion questionnaires; • the response rate is better than for postal/self-completion questionnaires as the participant will be less likely to avoid answering particular questions or responding to the questionnaire; • the researcher effect is less likely to occur – it is conducted via phone so the data cannot be influenced by researchers personal appearance or facial expression; • questionnaires tend to be structured and therefore easy to analyse; • questionnaires tend to be reliable as they follow a structured format; • data produced by questionnaires produces quantitative data which yields statistics, patterns and trends; • it is easy to reach a large, geographically dispersed population which will improve representativeness; • any other reasonable response. **One** mark for each strength correctly identified (up to a maximum of **two**). **One** mark for each point that is developed (up to a maximum of **two**).	**4**

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Question	Answer	Marks
1(e)	**Describe <u>two</u> strengths and <u>two</u> limitations of structured interviews.** Strengths: • if the participant does not understand a question the interviewer can explain it; • there is a higher response rate than with self-completion questionnaires; • the interviewer may be able to establish a rapport with the participants, winning their trust and gaining valid answers; • responses are easy to quantify as they use closed questions; • they tend to have good reliability due to the standardised nature of the questions; • any other reasonable response. Limitations: • they tend to be inflexible due their structured nature and therefore the respondent's view cannot be explored in any detail; • researchers cannot fully investigate issues that may occur as they are tied to specific questions; • they may take more time and are therefore more expensive than other methods such as self-completion questionnaires; • interviewer bias – getting people to respond with what they think the interviewer wants to hear; • interviewer effect – the answers given by respondents may be influenced by the interviewer through their social characteristics (age, gender, etc.); • the questions tend to be closed and are therefore limited in terms of the level of detail which may negatively affect validity; • if several interviewers are used they may approach their work in different ways; • any other reasonable response. **One** mark for each strength correctly identified (up to a maximum of **two**). **One** mark for each strength that is developed (up to a maximum of **two**). **One** mark for each limitation correctly identified (up to a maximum of **two**). **One** mark for each limitation that is developed (up to a maximum of **two**).	**8**

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Question	Answer	Marks
1(f)	**Explain why findings from participant observation may be valid.** Possible responses: • people are in their natural setting so behave normally, allowing the researcher to gain an accurate picture of the topic under study; • it is possible to establish a complete understanding or verstehen because the researcher sees things from the point of view of the participants; • participant observation is able to achieve a better understanding of social interaction because the researcher is accepted as a part of the group and can therefore understand the internal relationships much better; • even though the observer is there people get used to their presence and they behave normally after a while; • if participant observation is done covertly, this is likely to be more valid as it will avoid the Hawthorne Effect; • as a type of observation this method involves seeing behaviour with one's own eyes and not just accepting what people say about their behaviour; • participant observations often yield in depth qualitative data which produces a more valid picture; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers at this level are likely to show limited understanding and be based on common sense or demonstrate little in the way of clear sociological knowledge or terminology. At the bottom of the band candidates may make only one brief point e.g. *'people behave as though you are part of the group'*. At the top of the band candidates may offer more than one weak point. **Band 2 [4–7 marks]** At this level candidates are likely to offer more than one reason. At the bottom of the band, candidates demonstrate basic understanding of the issues and begin to use some appropriate knowledge and terminology. Supporting explanation may be weak or simplistic, e.g. '*researchers may understand people better because they experience things from their point of view'.* At the top of the band, candidates use appropriate knowledge and terminology but may not fully focus on the question. **Band 3 [8–10 marks]** The candidates' answer is fully focused on the question and demonstrates good sociological understanding, e.g. *'the research is more valid because the researcher is more likely to establish verstehen as they have become part of the group and are able to interpret social events from the perspective of the group'.* There is evidence of good use of sociological terms. At the bottom of the band the range of reasons may be narrow. At the top of the band, candidates should offer a range of reasons as well as demonstrate accurate use of sociological concepts.	**10**

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Question	Answer	Marks
1(g)	**To what extent is the functionalist view of society correct?** Possible arguments for: • the organic analogy – functionalists show that it makes sense to analyse society as a system, looking at each bit and showing the contribution it makes to the whole; • functionalists show that social institutions generally perform positive functions – value consensus, social integration, social regulation, preventing anomie and so on; • functionalists like Murdock and Parsons have shown that socialisation is important – individuals need to be regulated for the benefit of everyone and the integration and regulation of individuals is a good thing; • other agencies such as education, religion and the media help to ensure social conformity e.g. the education system exists to carry out secondary socialisation into accepted norms and values; • the family exists to ensure consensus in social roles and to establish social identity therefore ensuring social order as everyone knows their role; • social order and consensus is maintained because there is social solidarity i.e. people share the same norms and values e.g. marriage is monogamous in MIS; • functionalists show that we should study society scientifically and at the macro level – looking for the general laws that explain human action, e.g. Durkheim's study of suicide. • any other reasonable response;	**15**

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Question	Answer	Marks
1(g)	Possible arguments against: • the Marxist view – institutions don't serve to promote consensus, only conflict e.g. the workplace maintains gross inequalities between rich and poor; • Marxists argue that the agencies of socialisation are the ideological state apparatus of the bourgeoisie e.g. the education system promotes a hidden curriculum which is oppressive to working class people or the media distract attention from inequality and encourage the proletariat to focus their lives on trivia; • Marxists argue that the formal agencies of social control such as the police and courts are the tools of the bourgeoisie used to repress any dissent; • the feminist view – like Marxists they disagree that institutions promote consensus; instead they view agencies as instrumental in serving patriarchal oppression of women e.g. male domination and the dark side of the family; • both Marxists and feminists argue that the point of theory is not simply to understand society but to change it, they thus adopt a committed political stance when studying social behaviour i.e. the point is to work for social change rather than maintaining the status quo; • many feminists argue that the positivist macro approach of functionalists such as Durkheim is wrong – in order to understand gender inequality fully a micro, more interpretivist approach to research is needed e.g. unstructured interviews; • unlike functionalists, interactionists emphasise a micro approach to individuals, their meanings and interactions, in order to fully understand society; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–4 marks]** Answers in this band may be vague and largely based on common sense showing limited knowledge of functionalism. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided. **Band 2 [5–8 marks]** In this band candidates may approach the question by describing functionalist theory. There may be some basic discussion of the theory which may be weakly contrasted with a conflict theory. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to assess functionalism. At the top of the band, candidates may offer a description of more than one aspect of functionalism. **A one-sided answer cannot score higher than 8 marks.**	

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Question	Answer	Marks
1(g)	**Band 3 [9–12 marks]** Answers in this band will show good sociological knowledge and understanding of the issues inherent in the question. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question. **Band 4 [13–15 marks]** Answers in this band will be clearly focused on the question and address the 'extent' to which functionalism is correct. Candidates show an excellent grasp of sociological terms and knowledge. At the bottom of the band, candidates will offer a range of arguments both for and against the question but may not offer an evaluative conclusion. At the top of the band, there will also be an evaluative conclusion e.g. *'whilst it could be argued that some aspects of functionalist theory are correct critics have always said that the theory seeks to legitimise the status quo largely ignoring aspects of society that do not fit the analogy of a society working together for the benefit of all'.*	

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Question	Answer	Marks
2(a)	**What is meant by the term 'social identity'?** **One** mark for partial definition e.g. '*who you think you are'.* **Two** marks for clear definition e.g. '*an individual's perception of themselves based in part on how others see them'.*	**2**
2(b)	**Describe <u>two</u> processes through which children learn social expectations.** Possible responses: • manipulation or how parents and others encourage some behaviours and discourage others e.g. encouraging boys to be rough and girls to be gentle; • verbal appellation or using language to reinforce gender stereotypes e.g. 'my brave little soldier', 'my little princess', etc.; • primary socialisation – the family teaches expected norms and values of the culture and reinforces it with informal social controls; • imitation i.e. copying the behaviour of role models such as parents, peers, teachers, etc.; • canalisation – boys are channelled towards male behaviour like playing football to learn expected gender roles, often through toys; • secondary socialisation e.g. the hidden curriculum teaches obedience to the people above you in the hierarchical structure of the school; • peer group pressure – both negative such as ostracism and bullying, and positive such as praise and status; • media techniques such as stereotyping representations can affect gender and other identities; • any other reasonable response. **One** mark for each process correctly identified (up to maximum of **two**). **One** mark for each process developed (up to a maximum of **two**).	**4**

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Question	Answer	Marks
2(c)	**Explain how conformity is rewarded in the workplace.** Possible responses: • conformity to expected roles may be shown informally by approval e.g. smiles, pat on the back from the boss, high five from team members etc.; • doing the right thing may be rewarded by verbal praise e.g. 'well done', 'good job', etc. gives a feel-good factor and promotes repetition; • conformity brings a feeling of fitting in and may be rewarded informally by inclusion and acceptance e.g. invitation to after work outing with peers and/or superiors; • conforming to expectations in the workplace can be rewarded formally by a pay increase e.g. teachers following certain standards; • conforming to the norms and values in a workplace may lead to promotion as workers are seen as good role models and mentors for others; • conformity may be rewarded via other 'perks' such as a new company car or a bonus; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of the way conformity is rewarded. Responses may be short and un/under developed. At the top of the band, there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points. Answers may be placed broadly within the concept of social conformity in general. **Band 2 [4–6 marks]** A clear and accurate explanation showing good sociological knowledge and understanding of the way conformity is rewarded which is supported by relevant examples. Sociological terms should be expected. At the top of the band candidates will use sociological terms and concepts, referring to a range of factors. Candidates will clearly address how conformity is rewarded in the work place.	**6**

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Question	Answer	Marks
2(d)	**Explain why individuals from different social classes may not experience the same socialisation as each other.** Possible answers: • education may socialise the classes differently e.g. the hidden curriculum of private schools versus state schools; • language may differ – middle and upper class students may learn elaborate code whilst the working class learn restricted code (Bernstein); • some middle class parents place a higher value on education and this transmits to their children, whilst the parents of working class children may not see it as vital to life chances; • individuals in different social classes may have been socialised into different values within the family and primary socialisation e.g. immediate vs deferred gratification or different views, manners, etc.; • socialisation into gender roles may be affected by social class e.g. socialisation into hegemonic masculinity in the old working class versus the middle class 'new man'; • the New Right theorists like Charles Murray argue that the underclass have inadequate socialisation due to lack of relevant role models e.g. lack of male role models in female headed or one parent families; • some individuals in the underclass may have been socialised into anti-social values e.g. if they grow up as part of a criminal sub-culture they may not feel guilt and remorse for what others may see as wrong doing; • the values and norms of work may vary in terms of social class e.g. members of underclass may have poor socialisation in terms of the value of work because generations have been unemployed and have transmitted negative values; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of why individuals may experience different patterns of socialisation. There may be some discussion of socialisation but this may not be directed to the question. Responses may be short and undeveloped. Sociological terms and concepts are unlikely to be used. At the top of the band, candidates may offer more than one weak point. **Band 2 [4–6 marks]** Answers in this band will show basic sociological knowledge and understanding. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Responses may be under-developed and lacking in range. Answers may focus on describing socialisation, without any attempt to explain why it might differ between social classes, e.g. *'rewards and sanctions are used in families to reinforce the desirable patterns of behaviour'.* At the top of the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed.	**8**

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Question	Answer	Marks
2(d)	**Band 3 [7–8 marks]** Answers in this band will show good sociological knowledge and understanding of why patterns of socialisation may differ. This will be well developed and explained. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.	

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Question	Answer	Marks
2(e)	**To what extent is class the most important factor in creating social identity?** Arguments for: • the different social classes have distinct values e.g. members of the upper class are likely to see themselves as belonging to a sort of exclusive club, based on their ability to spend a lot of money (conspicuous consumption), which signals their wealth and difference to others whereas the underclass may enshrine fatalism, immediate gratification etc.; • there is a strong sense of working class community in areas with an industrial past linked to manual work e.g. in the UK coal, steel and shipbuilding industries boys would often follow their fathers to work and marriages often were made in the community; • membership of trade unions, voting patterns and shared working and living conditions created a strong sense of collective identity that was stronger in the working class than in some other classes; • social class may still affect language e.g. restricted and elaborate code, accent, etc. Which can all create a sense of identity and belonging; • different classes may participate in different cultural activities and this can affect identity e.g. members of the working class may associate themselves more with the products of popular rather than high culture; • social class can also affect aspects of identity such as gender e.g. the distinct norms of behaviour linked with the working class culture of hegemonic masculinity; • although working class incomes have changed there is still a gap between the working class and middle and upper classes especially in terms of consumption and lifestyle and this affects social identity, e.g. the working class could be distinguished by the styles of clothing they choose to wear or their 'fake' couture; • working class youth sub-cultures are an exaggeration of the working class identity e.g. skinheads (Cohen); • media reporting of the working-class has become very negative, representing them stereotypically as lazy and scrounging off welfare e.g. the demonisation of the word 'chav' in the UK and this impacts on identity; • any other reasonable response.	**15**

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Question	Answer	Marks
2(e)	Arguments against: • the old collective working class identity has now been weakened by the loss of jobs in the old manual industries and the fragmentation of the communities based on them so class identity is not now significant; • age as a social characteristic is more important than class in creating a sense of identity – members of an age group share a common experience of growing up at the same point in history and therefore experience different events and social changes which can impact on social identity e.g. the baby boomers of the 1960s have grown up in a more liberal and affluent society than their parents and thus may have different values and attitudes; • age is more important for adolescents – this is often seen as a difficult period because it involves an evolving identity and status anxiety; as a result peers often band closely together and create their own youth culture and sub-cultures which may give a strong sense of norms and values e.g. skinheads; • gender as a social characteristic is more important than class in creating a sense of identity – early gender role socialisation via canalisation and manipulation instil a strong sense of who we are as individuals and feminists argue that this can transcend social class identity in terms of its effects on roles within the family, the workplace, etc.; • nationality is now more important than class in creating a sense of identity – in recent times, and following globalisation, nationality has become a more central part of peoples' identities e.g. in the rise of nationalism, Brexit, etc. and this crosses social class divides; • ethnicity remains a strong influence on social identity and affects language, clothing, food and values e.g. in multi-ethnic countries like the UK communities such as the Pakistani or Chinese communities are often more closely bound by ethnic ties than social class; • some postmodernists argue that class culture has been replaced by consumer culture – what we buy and own shapes our identity more than our social class e.g. in MIS the working class now have the wealth to aspire to consumer goods and activities they could not afford in the past and use items to signal status; • in more open and socially mobile societies traditional class characteristics have largely disappeared e.g. the old upper class has now fragmented, class boundaries have become blurred as people have moved up/down the class ladder; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–4 marks]** Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Responses may be short, undeveloped and one-sided, e.g. *'Many people who were born into the working class still think of themselves as working class'*. At the bottom of the band, use of sociological terms or concepts is very unlikely. At the top of the band, candidates may understand the meaning of social identity or be able to list social class differences but have no understanding of their unique nature.	

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Question	Answer	Marks
2(e)	**Band 2 [5–8 marks]** In this band candidates will show some basic knowledge of the debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may describe examples of working class identity e.g. '*The working class usually vote for socialist parties like the UK Labour Party and go to the pub for a drink with their mates'.* **A one-sided answer cannot score higher than 8 marks.** **Band 3 [9–12 marks]** Answers in this band will show good sociological knowledge and understanding of whether class is the most important factor in creating social identity. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question. **Band 4 [13–15 marks]** Answers in this band will show an excellent knowledge and understanding of the extent to which class is the most important factor in creating social identity. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion, e.g. '*individuals may no longer identify themselves as belonging to a class but others may see them in a different light and this in turn may shape their identity. They may still have unique values and norms that mark them as separate from other groups like a culture/sub-culture which places emphasis on immediate or deferred gratification'.*	

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Question	Answer	Marks
3(a)	**What is meant by the term 'poverty trap'?** **One** mark for partial definition e.g. '*you are always poor no matter what'.* **Two** marks for clear definition e.g. '*when poor people are unable to escape poverty for various structural reasons'.*	**2**
3(b)	**Describe <u>two</u> types of inequality.** Possible answers: • gender inequality e.g. gender pay gap or horizontal segregation, stereotyping and discrimination, etc.; • age inequality e.g. differential pay rates in terms of the minimum wage in the UK, ageism at work, etc.; • inequalities based on ethnicity e.g. unequal access to housing, stereotypes or targeting, etc.; • inequalities based on social class e.g. poverty, income and wealth etc.; • any other reasonable response. **One** mark for each type identified (up to maximum of **two**). **One** mark for each description (up to a maximum of **two**).	**4**

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Question	Answer	Marks
3(c)	**Explain how sociologists measure poverty.** Possible answers: • absolute poverty i.e. not having the resources necessary to support life such as money, shelter, access to clean water, sanitation, food and medicine; • relative poverty i.e. poor by the standards of the society as a whole; • using a poverty line i.e. an artificial line below which people can be classed as poor e.g. income of less than 60% of the median income (Townsend); • a deprivation index e.g. creating a list of items thought to be necessities in that society and then measuring how many items individuals cannot access (Mack and Lansley's Breadline Britain survey); • global measures of poverty e.g. the World Bank's measure of poverty as living on less than $1.25 a day; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of the way poverty is measured. Responses may be short and un/under developed. At the top of the band, there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points. Answers may be placed broadly within the concept of poverty in general. **Band 2 [4–6 marks]** A clear and accurate explanation showing good sociological knowledge and understanding of the way poverty is measured which is supported by relevant examples. Sociological terms should be expected. At the top of the band candidates will use sociological terms and concepts, referring to a range of factors. Candidates will clearly address how poverty is measured.	**6**

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Question	Answer	Marks
3(d)	**Explain why the children of professional workers have better life chances than the children of the working class.** Possible answers: • the higher income of professional workers will mean access to better schools e.g. professional workers can move to catchment area of better performing schools, arrange for private tuition or even pay for private education, all of which are likely to improve educational achievement and thus opportunities in the workplace; • some argue that the cultural capital passed on via primary socialisation may effect life chances between different groups e.g. professional workers will instil values such as deferred gratification, use elaborate code and lay a strong emphasis on a good education whereas the working class may be more fatalistic, stress immediate gratification and the importance of working at an early age; • children of professional workers are more likely to possess cultural capital gained through computers, visits to art galleries and museums, foreign holidays etc. which brings benefits in terms of experience of high culture or simply diverse cultures; • better social capital e.g. professional workers have connections and social networks (old boy network) and so can help get their child better quality work experience or even an interview for a prestigious company; • better access to healthcare e.g. professional workers can pay for health insurance so if they are ill they can get treatment quicker and are likely to live longer than the working class; • better housing e.g. professional workers are likely to own their own property which is in better condition, or live in a better area where there are lower crime rates, so their children will have a more harmonious living environment; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of why children of professional workers have better life chances. There may be some discussion of life chances and disadvantages the working class face (or vice versa) but this may not be directed to the question. Responses may be short and undeveloped. Sociological terms and concepts are unlikely to be used. At the top of the band, candidates may offer more than one weak point. **Band 2 [4–6 marks]** Answers in this band will show basic sociological knowledge and understanding. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Responses may be underdeveloped and lacking in range. Answers may focus on describing life chances or disadvantages of the working class, without any attempt to explain why they may be worse than professional classes, e.g. *'some people don't have the resources they need to get a good education'.* At the top of the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed.	**8**

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Question	Answer	Marks
3(d)	**Band 3 [7–8 marks]** Answers in this band will show good sociological knowledge and understanding of why children of professional workers have better life chances than those of the working class. This will be well developed and explained. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.	

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Question	Answer	Marks
3(e)	**To what extent is poverty a result of social exclusion?** Arguments for: • the socially excluded may miss out on employment and thus may be deprived in material terms causing an impact on almost every aspect of a person's life; • some argue that welfare benefits can make social exclusion worse as those receiving benefits may be negatively labelled and stereotyped as scroungers etc. which then further damages their chances of gaining work; • those who are socially excluded lack access to networks of power e.g. they lack social capital which means that have little power to protect their interests or use influence to improve their life chances; • those who lack education are effectively socially excluded e.g. they may be illiterate and not be aware of their rights and this inevitably leads to poverty; • the socially excluded lack knowledge and access to communications e.g. they can't afford the internet so can't search for the best deals to reduce out-goings or apply for some jobs; • social exclusion can be part of the poverty trap because the social support needed to move out of poverty is missing – people may become less self-sufficient and more welfare dependent thus prolonging poverty; • any other reasonable response. Arguments against: • functionalists argue that poverty is an inevitable and useful part of the social system but is not caused by social exclusion; instead they argue that society is meritocratic and anyone can improve their social and material position through hard work and effort; • welfare benefits at low levels cause poverty and then social exclusion follows as the poor are scapegoated for their own situation; • Marxists argue that poverty is an inevitable consequence of capitalism, so the bourgeoisie will always pay the proletariat the minimum in order to maximise profit – greed causes poverty; • Marxists also argue that employers will try to bring in automation and mechanization to save labour costs so wages fall and some become unemployed, causing poverty (it also suits the upper class to have a reserve army of labour); • the poverty trap leads to social exclusion rather than vice versa e.g. the poor can't afford transport or childcare and this affects their ability to get out of poverty, leading to marginalisation and exclusion; • right-wing thinkers use the culture of poverty argument to blame the poor for being poor – it is the values of the poor rather than the structures of society or social exclusion that causes poverty. • feminists draw attention to higher proportions of women than men who live in poverty – this is partly caused by the poverty of lone mothers but also because women tend to be paid less on average than men and because women have more limited employment opportunities; • some argue that ethnicity can be a major cause of both poverty and social exclusion via racial prejudice and discrimination across different social areas, such as the media, education and employment; • any other reasonable response.	**15**

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Question	Answer	Marks
3(e)	**Band 0 [0 marks]** No creditworthy response **Band 1 [1–4 marks]** Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Responses may be short, undeveloped and one-sided, e.g. *'many things cause poverty not just social exclusion'*. At the bottom of the band, use of sociological terms or concepts is very unlikely. At the top of the band, candidates may understand the meaning of social exclusion or be able to list causes of poverty but have no understanding of their unique nature. **Band 2 [5–8 marks]** In this band candidates will show some basic knowledge of the debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may describe examples of causes of poverty e.g. '*Individuals may fall into poverty if they become unemployed for a long time and are unable to find a new job'.* **A one-sided answer cannot score higher than 8 marks.** **Band 3 [9–12 marks]** Answers in this band will show good sociological knowledge and understanding of whether poverty is a result of social exclusion. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question. **Band 4 [13–15 marks]** Answers in this band will show an excellent knowledge and understanding of the extent to which poverty is a result of social exclusion There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion, e.g. '*to some extent social exclusion can make poverty worse or more difficult to escape but poverty can also be a major cause of marginalisation and social exclusion as those in poverty just don't have the resources to play a full part in society and enjoy the things others do'.*	

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Cambridge O Level

Cambridge International Examinations
Cambridge Ordinary Level

SOCIOLOGY **2251/13**

Paper 1 **October/November 2018**

2 hours (including 15 minutes' reading time)

Additional Materials: Answer Booklet

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READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Answer Question 1 and **either** Question 2 **or** Question 3.
The number of marks is given in brackets [ ] at the end of each question or part question.

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This document consists of **3** printed pages and **1** blank page.

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International Examinations

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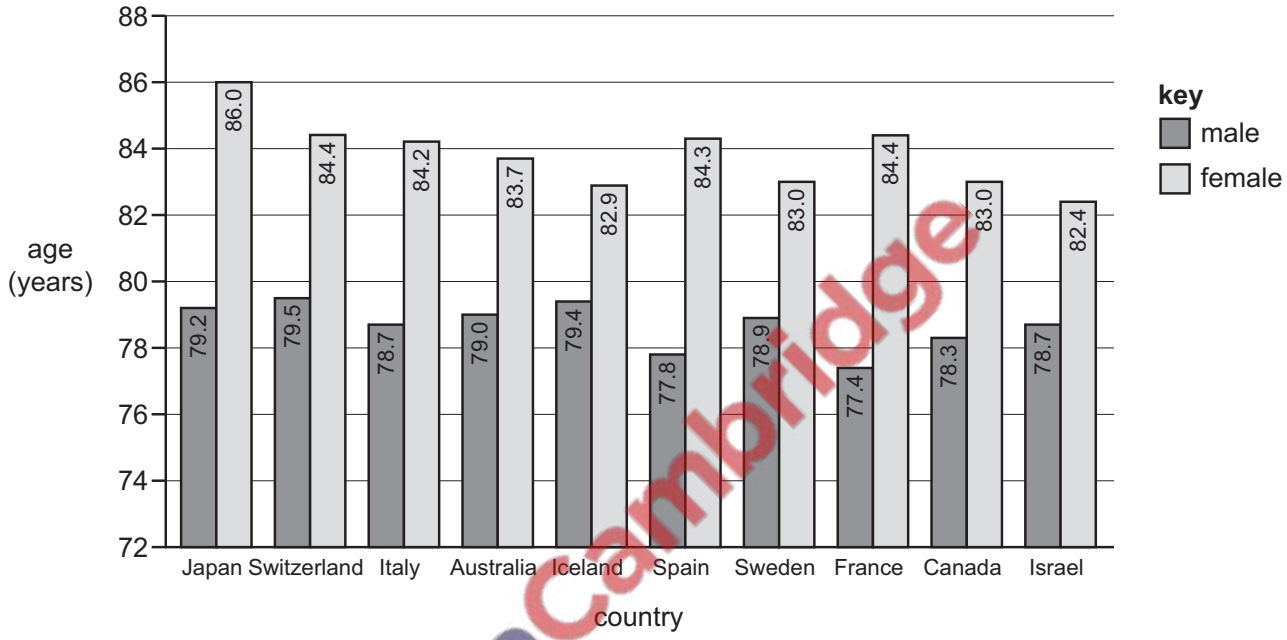
Section A: Theory and methods

1 Source A

Answer Question 1

Life expectancy for selected countries (2010)



Source: Organisation for Economic Co-operation and Development, OECD Health Data 2010.

(a) From the evidence in Source A, identify the **two** countries with the lowest male life expectancy. [2]

(b) Identify **two** reasons for conducting a pilot study. [2]

(c) Using information from Source A describe **two** problems sociologists might have conducting research on a global scale. [4]

(d) Describe **two** limitations of using open questions in sociological research. [4]

(e) Describe **two** strengths and **two** limitations of feminist views about society. [8]

(f) Explain why ethical issues may be a problem when conducting sociological research. [10]

(g) To what extent is sampling representative? [15]

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Answer **either** Question 2 **or** Question 3.

Section B: Culture, identity and socialisation

2 In England there is a custom to eat using a knife and fork. Should people not conform to this custom they often suffer negative informal sanctions from others, which may include receiving angry looks or even negative comments. Customs such as this are culturally relative.

(a) What is meant by the term 'custom'? [2]

(b) Describe **two** ways rewards can be used to make people conform. [4]

(c) Explain how agencies of secondary socialisation transmit norms. [6]

(d) Explain why minority ethnic groups may not share the norms and values of the country they live in. [8]

(e) To what extent do the working class still have a distinct social identity? [15]

Section C: Social inequality

3 Sociologists disagree about the causes of poverty. Some blame society, others blame the individual. Oscar Lewis argued that poverty was caused by a 'culture of poverty'. However, Charles Murray blamed the underclass, who he claimed were lazy and did not wish to work.

(a) What is meant by the term 'culture of poverty'? [2]

(b) Describe **two** ways of defining poverty. [4]

(c) Explain how poverty affects an individual's life chances. [6]

(d) Explain why the welfare state has failed to reduce social inequality. [8]

(e) To what extent has racial discrimination been eliminated in modern industrial societies? [15]

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Cambridge Assessment International Education
Cambridge Ordinary Level

SOCIOLOGY **2251/13**

Paper 1 **October/November 2018**

MARK SCHEME

Maximum Mark: 80

Published

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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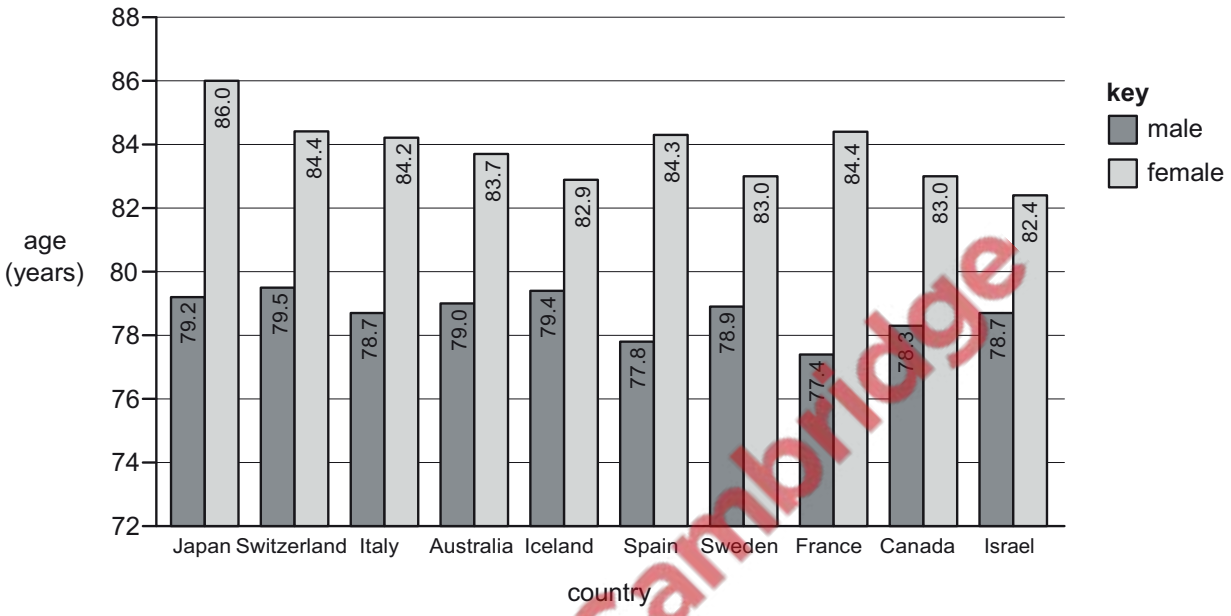
Question	Answer	Marks
	Source A Answer Question 1 **Life expectancy for selected countries (2010)**  *Source: Organisation for Economic Co-operation and Development, OECD Health Data 2010.*	
1(a)	**From the evidence in Source A, identify the <u>two</u> countries with the lowest male life expectancy.** Acceptable responses: • Spain; • France **One** mark for each country correctly identified from Source A (up to a maximum of **two**).	**2**
1(b)	**Identify <u>two</u> reasons for conducting a pilot study.** Possible answers: • to save money; • to test methodology so that a researcher is confident that good quality data will be gained; • to check questions are understandable; • to save time and effort later, e.g. don't have to repeat work because there was an error in the initial methodology; • to test feasibility, e.g. can you reach the groups needed/do you get the type of data you want?; • any other reasonable response. **One** mark for each reason correctly identified (up to maximum of **two**).	**2**

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Question	Answer	Marks
1(c)	**Using information from Source A describe <u>two</u> problems sociologists might have conducting research on a global scale.** Possible answers: • data may not be available from some countries so a completely accurate picture is not possible; • data may originate from different sources which many have used different methodologies, e.g. world bank, UN, UNICEF; • it is expensive because it means co-ordinating statistics from multiple countries; • accessing a large enough sample may be problematic if primary data is collected – may pose problems for representativeness and generalisability; • we don't know how the OECD collect their data – is it reliable or valid?; • any other reasonable response. **One** mark for each point correctly identified from the source (up to a maximum of **two**). **One** mark for each point that is developed (up to a maximum of **two**).	**4**
1(d)	**Describe <u>two</u> limitations of using open questions in sociological research.** Possible answers: • data from open questions are more difficult to collate and analyse; • they are more time consuming to analyse; • the data cannot be represented in graph or table form; • they are less reliable than closed questions; • it is harder to make generalisations from open questions; • any other reasonable response. **One** mark for each limitation correctly identified (up to a maximum of **two**). **One** mark for each point that is developed (up to a maximum of **two**).	**4**

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Question	Answer	Marks
1(e)	**Describe <u>two</u> strengths and <u>two</u> limitations of feminist views about society.** Possible answers: Strengths: • usually focuses on the macro scale so identifies trends which affect the female half of the population; • it gives a perspective on areas of social life that for many years mainstream 'male' stream sociology ignored; • it helps to explain specific social phenomena, e.g. gender role socialisation, female under representation in certain areas of the economy; • Marxist feminists are able to explain how both gender and class intersect in women's experiences of oppression and inequality; • black feminists have exposed that mainstream sociology is colour blind; • any other reasonable response. Limitations: • critics argue that feminism is too narrow in focus, e.g. the concept of patriarchy ignores or underestimates other forms of inequality; • it fails to recognise other causes of inequality, e.g. ethnicity, social class, age; • some argue that as a structuralist approach it is over focused on structures rather than individual interactions; • feminism is sometimes alleged to be anti-men and hence biased; • any other reasonable response. **One** mark for each strength correctly identified (up to a maximum of **two**). **One** mark for each strength that is developed (up to a maximum of **two**). **One** mark for each limitation correctly identified (up to a maximum of **two**). **One** mark for each limitation that is developed (up to a maximum of **two**).	**8**

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Question	Answer	Marks
1(f)	**Explain why ethical issues may be a problem when conducting sociological research.** Possible responses: • there is a requirement to do no harm and this may restrict the types of research that can be carried out, e.g. experiments like Milgram's electric shock experiment would be unethical; • the requirement to get informed consent may be difficult to achieve especially where the researcher wants to do the research covertly to avoid researcher effect or wants to research a group who can't give consent, e.g. children, persons in institutions viewed as not of sound mind; • the requirement to not invade the participant's privacy can limit any type of observation or limit the use of personal documents; • the requirement to not deceive participants can make it difficult to achieve validity, e.g. if participants are aware of why they are being researched they may change their behaviour to please the researcher; • researchers should try to ensure anonymity but this can make follow up research difficult, e.g. an anonymous survey where people don't give personal details cannot be followed up; • it can be difficult to achieve confidentiality if the researcher is researching a very small social group they may be too readily identifiable; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers at this level are likely to show limited understanding and be based on common sense or demonstrate little in the way of sociological knowledge. At the bottom of the band candidates may make only one brief point, e.g. *'deceiving someone'*. At the top of the band candidates may offer more than one weak point. **Band 2 [4–7 marks]** At this level candidates are likely to offer more than one reason. At the bottom of the band, candidates demonstrate basic understanding of the issues and begin to use some appropriate knowledge and terminology. Supporting explanation may be weak or simplistic. At the top of the band, candidates use appropriate knowledge and terminology but may not fully focus on the question, e.g. *'in covert observation the researcher is deceiving people and this can affect the accuracy of the data'.* **Band 3 [8–10 marks]** At this level the candidates' answer is fully focused on the question and demonstrates good sociological understanding, e.g. *'in covert observation the researcher is deceiving the participants because if he/she doesn't the Hawthorne Effect will occur and data will not be accurate or valid'.* There is evidence of good use of sociological terms At the bottom of the band the range of reasons may be narrow. At the top of the band, candidates should offer a range of reasons as well as demonstrate accurate use of sociological concepts.	**10**

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Question	Answer	Marks
1(g)	**To what extent is sampling representative?** Possible answers: Arguments for: • a sample can be can be representative if the survey population is a small group of individuals many of whom could all be surveyed; • a correct sample frame can eliminate problems of representativeness e.g. using representative sample, quota sample; • stratified sampling maximises representatives – breaking random samples down into sub-categories, e.g. selecting % of males to females as are present in the whole population; • a random sample improves in representativeness the larger it gets; • any other reasonable response. Arguments against: • it can't ever be fully representative as it is impossible to research the entire population; • there will always be sampling errors so one can never be wholly sure that conclusions drawn from a sample are true of the target population; • no researcher could afford to carry out the research on the scale required to be fully representative; • opportunity samples simply choose from who is available at the time, hence are often unrepresentative; • a truly representative sample of a large target population would take too long to compile so it isn't a realistic goal; • sometimes it is impossible to achieve a representative sample, e.g. in snowball sampling because there is no sample frame available, e.g. heroin users; • sometimes it useful to study non-typical groups as this helps generate theoretical insight; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–4 marks]** Answers in this band may be vague and largely based on common sense showing limited knowledge of sampling. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided, e.g. *'you need a cross section of people'.* **Band 2 [5–8 marks]** In this band candidates may approach the question by describing some of the different types of sampling methods that might be used. There may be some basic discussion of the strengths of one type of sample over the limitations of another. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to assess whether the sample is representative. At the top of the band, candidates may offer a description of more than one type of sampling. **A one-sided answer cannot score higher than 8 marks**.	**15**

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Question	Answer	Marks
1(g)	**Band 3 [9–12 marks]** Answers in this band will show good sociological knowledge and understanding of the issues inherent in the question. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question **Band 4 [13–15 marks]** Answers in this band will be clearly focused on the question and address the 'to what extent' can samples can be representative. Candidates show excellent grasp of sociological terms and knowledge. At the bottom of the band, candidates will offer a range of arguments both for and against the question but may not offer an evaluative conclusion. At the top of the band, there will also be an evaluative conclusion, e.g. *'while large stratified samples can be representative these are difficult to achieve, there is always sample error and a sampling frame is not always available, therefore on balance representativeness cannot ever be fully achieved'.*	

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Question	Answer	Marks
2(a)	**What is meant by the term 'custom'?** **One** mark for partial definition, e.g. *'traditional pattern of behaviour'.* **Two** marks for clear definition, e.g. *'widely accepted norms that have developed over a period of time'.*	**2**
2(b)	**Describe <u>two</u> ways rewards can be used to make people conform.** Possible responses: □ praise, e.g. pat on the back, verbal 'well done' brings a feel-good factor encouraging repetition; □ promotion, e.g. working hard and being punctual makes you a good employee so you get promoted to a higher post and this incentivises workers; □ additional benefits or remuneration, e.g. pay rises and bonuses encourage a sense of loyalty and conformity; □ inclusion/acceptance, e.g. accepted into an elite group or gang is a positive sanction which has the effect of encouraging social solidarity and conformity; □ merits, e.g. in school encourage children to stick to the rules; □ in family rewards, e.g. extra pocket money, sweets encourage repetition of the norm or behaviour; □ any other reasonable response. **One** mark for each way identified (up to maximum of **two**). **One** mark for each way developed (up to a maximum of **two**).	**4**

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Question	Answer	Marks
2(c)	**Explain how agencies of secondary socialisation transmit norms.** Possible answers: • education – schools transmit norms via the hidden curriculum, e.g. assemblies, rules, teacher expectations and sanctions; • religion transmits norms through laws and guidelines, role models and teachings of holy book, e.g. Muhammad and the Qur'an; • media transmit norms via role models of desirable appearance, examples of good and bad behaviour, and ridicule/censure of bad behaviour or undesirable appearance; • peer groups transmit norms informally via positive praise and also peer pressure, e.g. ostracism; • the workplace transmits norms via training or re-socialisation, also mentors; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of the way secondary socialisation transmits norms. Responses may be short and un/under developed. At the top of the band, there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points. Answers may be placed broadly within the concept of secondary socialisation in general. **Band 2 [4–6 marks]** A clear and accurate explanation showing good sociological knowledge and understanding of the way secondary socialisation transmits norms supported by relevant examples. Sociological terms should be expected. At the top of the band candidates will use sociological terms and concepts, referring to a range of factors. Candidates will address how secondary socialisation transmits norms.	**6**

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Question	Answer	Marks
2(d)	**Explain why minority ethnic groups may not share the norms and values of the country they live in.** Possible responses: • there may be different patterns of socialisation in terms of the host country and the ethnic minority culture and this can lead to a culture clash; • some youth may become alienated as they struggle to be accepted and hence they may developed a sub-culture which is resistant to the dominant culture; • in some cultures ethnic minorities may form an underclass who are socially isolated and excluded from the mainstream cultural values of the dominant ethnic group; • some minority ethnic groups may be subject to prejudice and discrimination and hence rebel against oppression, retreating into their traditional norms and values; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of why minority ethnic groups may not share the norms and values as the majority. There may be some discussion of norms and values but this may not be directed to the question. Responses may be short and undeveloped. Sociological terms and concepts are unlikely to be used. At the top of the band, candidates may offer more than one weak point. **Band 2 [4–6 marks]** Answers in this band will show basic sociological knowledge and understanding. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Responses may be underdeveloped and lacking in range. Answers may focus on describing ethnic minority groups; this may include description of minority norms and values without any attempt to explain why their norms and values are different, e.g. *'people from the ethnic minority may have the norm that their parents arrange their marriage but in the majority they marry for love'.* At the top of the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed. **Band 3 [7–8 marks]** Answers in this band will show good sociological knowledge and understanding of why norms and values of ethnic minority groups are different. This will be well developed and explained. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.	**8**

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Question	Answer	Marks
2(e)	**To what extent do the working class still have a distinct social identity?** Possible answers: Arguments for: • there is still a strong sense of community in areas with an industrial past, e.g. areas associated with coal mining, shipbuilding and steel-making; • some working class areas still have their own language or idioms, e.g. Cockney and this gives them a distinct identity; • some would argue that the working class still have their own culture, e.g. popular culture rather than high culture and this unites them; • some parts of the working class may have their own set of values, e.g. immediate gratification, anti-school, fatalism, etc. which mark them out as a distinctive group in society; • the working class may have distinct norms of behaviour e.g. the culture of traditional or hegemonic masculinity is still very much the norm for working class males; • incomes have changed but there is still a gap between the working class and middle and upper classes especially in terms of lifestyle and so there are clear similarities among working class people in terms of the goods and services they consume, e.g. working class could be distinguished by the styles of clothing they chose to wear or their 'fake' couture • working class youth sub-cultures are an exaggeration of the working class identity, e.g. skinheads (Cohen) and display a clear and distinct social identity; • any other reasonable response. Arguments against: • traditional working class communities have disappeared, e.g. the old industries have gone and communities have dispersed and fragmented resulting also in a fragmentation in identity; • political de-alignment has occurred, e.g. the working class no longer vote just for socialist parties like Labour in UK or join trade unions; • postmodernists argue that class culture has been replaced by consumer culture, e.g. in MIS the working class now have the wealth to aspire to consumer goods and activities they could not afford in the past; • embourgeoisement has taken place and some members of the old working class are now part of the lower middle class so the boundaries are being blurred; • working class identity has become negative as a result of media stereotyping and has been 'disowned', e.g. 'chav' and 'scrounger' labels have been applied; • traditional working class pastimes have become 'gentrified', e.g. soccer is now a sport for the rich as much as for the masses; • any other reasonable response.	**15**

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Question	Answer	Marks
2(e)	**Band 0 [0 marks]** No creditworthy response. **Band 1 [1–4 marks]** Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Responses may be short, undeveloped and one-sided, e.g. *'the upper class think they are superior'.* At the bottom of the band, use of sociological terms or concepts is very unlikely. At the top of the band, candidates may understand the meaning of social classes but have no understanding of their importance for identity. **Band 2 [5–8 marks]** In this band candidates will show some basic knowledge of the debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to assess the issues raised by the question. There may be limited/some use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may describe both social identity and class, e.g. *'the working class usually vote for socialist parties like the UK Labour party and go to the pub for a drink with their mates'.* **A one-sided answer cannot score higher than 8 marks.** **Band 3 [9–12 marks]** Answers in this band will show good sociological knowledge and understanding of the relationship between social identity and class. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question. **Band 4 [13–15 marks]** Answers in this band will show an excellent knowledge and understanding of the extent to which the working class still have a distinct social identity. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion, e.g. *'while class continues to have an impact on socialisation for working class people, in general consumerism and the blurring of traditional boundaries has meant that the old identity is fragmenting and becoming less important as a distinct identity'.*	

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Question	Answer	Marks
3(a)	**What is meant by the term 'culture of poverty'?** **One** mark for partial definition, e.g. *'believing in things that keep you poor'.* **Two** marks for clear definition, e.g. *'values that mean you don't take actions to get you out of poverty like fatalism'.*	**2**
3(b)	**Describe <u>two</u> ways of defining poverty.** Possible answers: □ absolute poverty, i.e. being without the basics necessary for life; □ relative poverty, i.e. being poor in relation to others in the society not having those things generally seen as desirable; □ consensual poverty, i.e. being below the agreed poverty line or bread line usually set by the government in a country; □ any other reasonable response. **One** mark for each way identified (up to maximum of **two**). **One** mark for each way developed (up to a maximum of **two**).	**4**

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Question	Answer	Marks
3(c)	**Explain how poverty affects an individual's life chances.** Possible answers: • one's chances of a good education are lower, e.g. likely to have less access to both material and cultural advantages that aid educational success; • the chances of accessing a good school are less, e.g. unable to move to a catchment area where there are better schools; • the chances of good health are lower, e.g. lack of balanced diet impacts on health and illness and disease may result; • life expectancy is reduced, i.e. individuals from lower socio-economic groups generally die younger; • access to health care is reduced, e.g. likely to face longer waiting times not get access to best drugs and treatment; • people are more likely to face social exclusion, e.g. don't have money to go out and meet people or own latest fashion or technology; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of the way poverty can affect an individual's life chances. Responses may be short and un/under developed. At the top of the band, there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points. Answers may be placed broadly within the concept of social conformity in general. **Band 2 [4–6 marks]** A clear and accurate explanation showing good sociological knowledge and understanding of how poverty can affect an individual's life chances which is supported by relevant examples. Sociological terms should be expected. At the top of the band candidates will use sociological terms and concepts, referring to a range of factors.	**6**

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Question	Answer	Marks
3(d)	**Explain why the welfare state has failed to reduce social inequality.** Possible answers: • there is a dependency culture, i.e. welfare state is too generous there is no incentive to get off benefits; • the inadequacy of the welfare state, i.e. welfare benefits are not generous enough people end up in a poverty trap; • the culture of poverty, i.e. the way the poor are socialised prevents them from escaping poverty; • the unequal power of disadvantaged groups, e.g. the poor don't have the money to lobby policy makers to improve the welfare provision; • a lack of political will by policy makers, e.g. improved welfare would require higher taxation which would be a vote loser; • the inverse care laws – research shows that benefits sometimes do not reach those they are intended for and instead the more prosperous middle classes are able to take advantage and 'milk' the system; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of the way social inequality occurs. There may be some discussion of welfare state but this may not be directed to the question. Responses may be short and undeveloped. Sociological terms and concepts are unlikely to be used. At the top of the band, candidates may offer more than one weak point. **Band 2 [4–6 marks]** Answers in this band will show basic sociological knowledge and understanding. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Responses may be underdeveloped and lacking in range. Answers may focus on describing the welfare state, without any attempt to explain why inequality occurs, e.g. *'the underclass is welfare dependent'.* **Band 3 [7–8 marks]** Answers in this band will show good sociological knowledge and understanding of why social inequality occurs and this will be well developed and explained. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.	**8**

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Question	Answer	Marks
3(e)	**To what extent has racial discrimination been eliminated in modern industrial societies?** Possible answers: Arguments for: • there is a host of legislation to prevent discrimination, e.g. race discrimination acts, ending of apartheid; • evidence of differential achievement, e.g. some minority groups have more success in education than the racial majority; • there are many examples of success by individuals from ethnic minorities, e.g. the wealth and success of sportsmen and businessmen from certain ethnic groups; • racial barriers being broken down in politics, e.g. African American succeeding in becoming president of USA; • any other reasonable response Arguments against: • there remains significant evidence of underachievement by certain ethnic groups in society, e.g. black children in British education due to labelling, the ethnocentric curriculum, etc.; • there is evidence of a lack of opportunity in employment due to prejudice and discrimination, e.g. institutional racism in recruitment practices; • some ethnic groups have poorer life chances due to discrimination in housing and health; • there is evidence of institutional racism in the criminal justice system, e.g. police arrest rates and prison populations; • there is an over concentration of ethnic minorities in certain fields and occupations which suggests that other avenues to success are closed; • there is legislation but it is difficult to enforce, e.g. employers get round the legislation through their recruitment processes; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–4 marks]** Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Responses may be short, undeveloped and one-sided, e.g. *'ethnic minorities can now get top jobs'.* At the bottom of the band, use of sociological terms or concepts is very unlikely. At the top of the band, candidates may understand the meaning of racial discrimination or be able to list examples of racial discrimination but have no understanding of why it might be eliminated.	**15**

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Question	Answer	Marks
3(e)	**Band 2 [5–8 marks]** In this band candidates will show some basic knowledge of the debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may describe examples of racial discrimination in developing and MIS, e.g. *'there are now laws that mean discrimination and prejudice are now against the law so racism has lessened'.* **A one-sided answer cannot score higher than 8 marks.** **Band 3 [9–12 marks]** Answers in this band will show good sociological knowledge and understanding of the extent to which racial discrimination is only a problem in the developing world. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question. **Band 4 [13–15 marks]** Answers in this band will show an excellent knowledge and understanding of the extent to which racial discrimination has been eliminated. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion, e.g. *'while much progress has been made through new legislation and changing social norms and values on the unacceptability of racism, major problems remain such as police targeting and bias in recruitment therefore racial discrimination has not yet been eliminated in modern industrial societies'.*	

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Cambridge Assessment International Education
Cambridge Ordinary Level

SOCIOLOGY **2251/12**

Paper 1 **May/June 2019**

MARK SCHEME

Maximum Mark: 80

Published

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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Question	Answer	Marks
1(a)	**From Source A identify two research methods used by feminists.** Acceptable responses: • unstructured interviews • focus groups **One** mark for each method correctly identified from Source A (up to a maximum of **two**).	**2**
1(b)	**Identify two types of observation used by sociologists.** Possible answers: • covert observation • overt observation • participant observation • non-participant observation • any other reasonable response **One** mark for each type of observation correctly identified (up to maximum of **two**).	**2**
1(c)	**Using information from Source A, describe two reasons why some sociologists like to use unstructured interviews.** Possible answers: • feminists argue that the interviewer and the interviewee **should be seen as equals** in the research process – this gives the interviewee confidence to open up; • unstructured interviews **give time and space for the respondent to offer their views –** thus enhancing the level of detail achieved**;** • in an unstructured interview the respondent describes their experiences **in their own words with the interviewer acting only as a guide –** thus allowing rich qualitative data to be gained; • **developing a relationship** with interviewees is important – it is an essential part of establishing trust, respect and maintaining a compassionate position; • it allows the researcher to probe for more detailed answers; • it allows the researcher to gain empathy and this may raise the possibility of achieving verstehen; • researchers can develop rapport leading to the respondent feeling more comfortable in giving honest answers, enhancing validity; • any other reasonable response. **One** mark for each point correctly identified from the source (up to a maximum of **two**). **One** mark for each point that is developed (up to a maximum of **two**).	**4**

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Question	Answer	Marks
1(d)	**Describe two strengths of using a social survey in sociological research.** Possible answers: • surveys use mainly closed questions so they give quantitative data – this allows researchers to find patterns and trends between different social factors/groups; • surveys enable researchers to collect information from a large number of people – so the results should be more representative of the wider population and hence more generalisable; • surveys which have closed questions are easy to fill out and this may improve response rate; • positivists use social surveys as they are a reliable method –they are a standardised tool so if repeated by another researcher, then they should give similar results; • surveys offer a good way of gathering large amounts of data from large numbers of people, even if they are widely dispersed geographically, via the post or the internet; • survey data is fairly quick to analyse once it has been collected as it is largely closed questions; • in surveys involvement with respondents is kept to a minimum – thus reducing the chances of researcher effects; • positivists would argue that social surveys are a detached and objective (unbiased) method which enhances the data gathered; • any other reasonable response. **One** mark for each strength correctly identified (up to a maximum of **two**). **One** mark for each strength that is developed (up to a maximum of **two**).	**4**

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Question	Answer	Marks
1(e)	**Describe two strengths and two limitations of using focus groups in sociological research.** Possible answers: Strengths: • they give detailed qualitative data – this gives greater validity; • it saves time – a focus group is a group interview and is less time-consuming than one-on-one interviews; • focus groups are a relatively cheap way to collect data – it doesn't require multiple researchers and can interview a group for the same cost as one; • focus groups allow researchers to observe body language – this can tell us something about their feelings about the conversation and also may reveal whether they are telling the truth or not; • focus groups allow researchers to observe the interaction between multiple participants and this may yield interesting data which may not have arisen in a one-to-one situation; • focus groups are flexible – participants may ask each other follow-up questions, agree or disagree with one another and the interviewer can prompt and ask further questions as appropriate; • focus groups may be particularly useful for gaining information from children as they may feel reassured in the company of their peers and hence be more open and honest; • any other reasonable response. Limitations: • some participants may be less comfortable talking about sensitive issues in a group and hence hold back, negatively affecting the validity of the data; • the group may be affected by interviewer bias – the intentional or unintentional effects of the way the interviewer asks questions or interprets answers and hence validity is compromised; • social desirability – respondents may feel uncomfortable disagreeing with other respondents and so change their answers to conform with the group; • they can be expensive – if a room needs to be hired, equipment such as projectors etc need to be present plus the interviewer needs to be well trained for the group to be successful in achieving its outcomes; • as a qualitative method focus groups tend to have smaller samples and thus can never be fully representative or generalisable; • they can be time consuming as they are a qualitative method and involve participants in a wide ranging discussion; • there is always the danger that some participants may dominate the group and this can mean that some points of view are missed; • focus groups lack reliability – the dynamic of the group would make it difficult to replicate and hence positivists would avoid it; • in a focus group the discussion can move away from original emphasis of research if the researcher isn't skilled enough and this can waste time or worse affect the validity of the data;	8

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Question	Answer	Marks
1(e)	□ there may be problems with recording and interpreting data as several people may speak over each other or at once – this may be difficult to decipher in transcription; □ any other reasonable response. **One** mark for each strength correctly identified (up to a maximum of **two**). **One** mark for each strength that is developed (up to a maximum of **two**). **One** mark for each limitation correctly identified (up to a maximum of **two**). **One** mark for each limitation that is developed (up to a maximum of **two**).	

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Question	Answer	Marks
1(f)	**Explain why sampling is important for sociological research.** Answers may include: • practical issues – sampling makes the research more manageable by reducing the number of respondents whilst maintaining the characteristics of the research population • having a representative sample is important – because it enables researchers to make generalisations about their research • random sampling is useful – because ensures every person in the group has an equal chance of being selected – this makes the sampling more objective and less biased so positivists would be in favour of this technique • systematic sampling is useful – because it is an effective way of creating a sample from a larger sample frame – it is a quick and easy way to do one's research and practicalities matter • stratified samples tend to have smaller sampling errors – the sample is divided into several groups in proportion to construct a sample that is representative of the whole population making generalisations possible • quota sampling might be useful – because it is a practical way of ensuring the correct amount of people from each strata identified • panel sampling involves questioning the same sample at regular intervals to observe trends of opinion – this is particularly useful because many researchers like to do longitudinal research • snowball sampling is used in the collection of in depth qualitative data – because often on sensitive topics, where an sampling frame does not exist it is the only way to gain access to the group under investigation e.g. when investigating criminal gangs. • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of the question. A tendency to description is likely. Responses may be short and undeveloped and points stated without explanation. Sociological terms and concepts are unlikely to be used. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point. **Band 2 [4–7 marks]** Answers in this band will show basic sociological knowledge and understanding. Responses may be underdeveloped and lacking in range. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Higher in the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed/explained.	**10**

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Question	Answer	Marks
1(f)	**Band 3 [8–10 marks]** Answers in this band will show good sociological knowledge and understanding and will be well-developed and explained. Sociological terms and concepts will be used accurately overall. Answers will be well-focused on the question and there will be a range of points presented. At the top of the band explanations will be clear throughout	
1(g)	**To what extent is validity the most important aspect of social research?** Arguments for; □ interpretivist approaches prioritise micro or small-scale phenomena favouring qualitative methods that are high in validity; □ in sociological research it is vital we are measuring what it is we want to measure – hence validity is central to any research programme; □ validity is important because it refers to the extent to which the research findings accurately reflect reality – without this the value of the research is compromised; □ validity comes from detailed and in-depth research – this is useful as we may need to uncover why people act as they do as well as the meanings they attach to their actions; □ building validity into the research method allows for participants to develop their point of view e.g. in more unstructured methods like unstructured interviews, covert participant observations etc.; □ building validity into the research may enable us to achieve verstehen or a holistic understanding – we seek to understand every aspect of the subject's experience; □ research high in validity allows us to see the subjective factors, such as intent, motive, and unintended consequences etc – these add another dimension to our understanding of social life which is missing in 'scientific' approaches; □ feminists regard validity as important so they can understand the experiences of women in order then to fight for change – without a full understanding appropriate action is impossible; □ validity is particularly important in ethnography field research – as it is a sociological method that explores how people live, their culture and how and make sense of their lives; □ the use of triangulation demonstrates the importance of validity in research, it is the use of two or more research methods in a single piece of research in order to check the validity of research evidence; □ any other reasonable response.	**15**

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Question	Answer	Marks
1(g)	Arguments against: • methods high in validity often suffer from the researcher effect – such as the Hawthorne Effect or the Interviewer Effect and this can serious detract from the worth of the study; • positivists argue that it is important to be sure that if we repeated the measurement we will get the same or similar results, so reliability is the most important aspect of research; • comparative studies are difficult with most methods that gather valid data and hence if the aim is to compare different groups and social factors then a more quantitative approach is likely to be more appropriate; • structuralists regard reliability as important so social policy can be developed on the basis of solid 'scientific' results; • without reliable measures, sociologists cannot build or test theory as in an extreme case every research project would simply stand alone and no real generalisations could be made; • methods high in validity are often small scale and so difficult to generalise findings from unrepresentative samples; • ethics are more important than validity as it is crucial to safeguard participants and their data – even high valid methods like covert observation may be ruled out if ethics are breached; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–4 marks]** Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided. Lower in the band (1–2 marks), expect one or two weak points. Higher in the band (3–4 marks) candidates may offer more than two points and provide a weak definition of key terms in the question. **Band 2 [5–8 marks]** In this band candidates will show some basic knowledge of the debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to assess the issues raised by the question. There may be limited/some use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided or only cover one side of the debate. Lower in the band, the response may be rather narrow in the points covered and there may be some development. Higher in the band, more points are likely to be covered with some development. Alternatively, a list-like answer with some development covering both sides of the argument may score up to 8 marks. **A one-sided answer cannot score higher than 8 marks.**	

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Question	Answer	Marks
1(g)	**Band 3 [9–12 marks]** Answers in this band will show good sociological knowledge and understanding of the debate. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well-developed, focused on the questions and there will be a range of points presented. There will be a two-sided response but it may lack range on one side. At the bottom of the band, candidates may provide a narrower range of developed points. At the top of the band, expect a wider range of developed points and clear focus on the question. **Band 4 [13–15 marks]** Answers in this band will show excellent knowledge and understanding of the debate. There will be a strong grasp of the arguments as well as accurate and frequent use of sociological terms and concepts. Answers will be well-developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and have a range of points on each side. At the bottom of the band (13 marks), the answer may lack a specific conclusion. Higher in the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion.	

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Question	Answer	Marks
2(a)	**What is meant by the term 'informal social control'?** Ways of regulating behaviour imposed by people without a formal role to do so (such as peers), through informal means such as expectations and praise. **One** mark for partial definition e.g. *Parent telling you off for being naughty.* **Two** marks for clear definition e.g. *Informal social control refers to the ways in which the family, peers, media etc. ensure our conformity to the norms and values of the society.*	**2**
2(b)	**Describe two examples of norms of students expected in schools.** **Possible answers:** Two from: • wearing uniform – to show group identity in school; • respect for teachers and fellow pupils e.g. not talking over others; • punctuality – e.g. avoid lateness so you don't face sanctions; • being prepared for learning e.g. having all the right equipment with you; • using appropriate language e.g. no swearing or abusive language in school; • concentrating in lessons e.g. you may be punished if you get distracted; • completing homework e.g. complete tasks given to as to avoid sanctions; • any other reasonable response. **One** mark for each example identified (up to maximum of **two**). **One** mark for each description (up to a maximum of **two**).	**4**

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Question	Answer	Marks
2(c)	**Explain how young people may experience role conflict.** **Possible answers:** • role conflict between paid work and student may mean young people fall behind with school work because of work pressures; • role conflict between student and peer group member – students may want to get on at school but fear losing credibility with their peer group and hence fall prey to negative peer pressure; • role conflict between the role of daughter/son and girlfriend/boyfriend – young people can face competing demands on the emotional time and this may result in a distancing from the family members as more social time is spent with boy/girlfriends; • role conflict between sister/brother and friend – older siblings may be expected to look after younger siblings when they'd rather be out with their friends and this may result in clashes with parents; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of the question. Responses may be short and un/underdeveloped. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point, but there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. **Band 2 [4–6 marks]** Answers in this band will have clear and accurate explanation, showing good sociological knowledge and understanding. Sociological terms and concepts should be expected and explained. At the bottom of the band, the range of points covered may be narrow or lack detail. Higher in the band, answers will cover more than one point in a well-developed way or cover several points in less detail.	**6**

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Question	Answer	Marks
2(d)	**Explain why some young people join subcultures.** **Possible answers:** • young people are influenced by the culture of society but form sub-cultures to reject or rebel against aspects of it e.g. Hippies rejected the sexual norms of the 1950s and early 60s; • young people can feel compelled to join sub-cultures through peer pressure e.g. joining an anti-school sub-culture or gang; • young people can be influenced by media reporting of sub-cultures and this may encourage them to join a sub-culture as it brings status, kudos and 'coolness'; • functionalists suggest sub-cultures act as a safety valve as young people navigate the difficult period of adolescence, so they seek peer support as they experiment and seek to establish their own identity; • sub-cultures offer a sense of autonomy and separateness from parents/school and this can reinforce a sense of identity during the teen years; • joining a sub-culture can be seen as a functional response by those young people who have low academic achievement or face unemployment – such young people's reaction may be seen as a rational choice given their background and poor prospects; • Marxists would argue youth sub-cultures are a form of rebellion against capitalist society e.g. Skinheads adopting an exaggerated sense of working class masculinity; • Cohen argued young people joined the skinhead sub-culture to defend their community from change in terms of immigration and the loss of manual jobs; • McRobbie argued teenage girls created a bedroom culture that offered a space away from parents and boys in which young girls could gossip about boys, experiment with make up, alcohol etc.; • postmodernists would argue young people join sub-cultures for fun and thrills e.g. some may enjoy the music or lifestyle attached without subscribing to any controversial sub-cultural norms and values; • any other reasonable response.	**8**

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Question	Answer	Marks
2(d)	**Band 0[0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of the question. A tendency to description is likely. Responses may be short and undeveloped and points stated without explanation. Sociological terms and concepts are unlikely to be used. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point. **Band 2 [4–6 marks]** Answers in this band will show basic sociological knowledge and understanding. Responses may be underdeveloped and lacking in range. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Higher in the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed/explained. **Band 3 [7–8 marks]** Answers in this band will show good sociological knowledge and understanding and will be well-developed and explained. Sociological terms and concepts will be used accurately overall. Answers will be well-focused on the question and there will be a range of points presented. At the top of the band explanations will be clear throughout.	

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Question	Answer	Marks
2(e)	**To what extent is social identity influenced by gender?** **Possible answers: For:** • social identity is shaped through processes of primary socialisation many of which are highly gendered, such as manipulation, canalisation imitation and verbal appellation; • social identity is shaped by how we see ourselves in relation to the family group and its ascribed roles which are often gendered e.g. father, son, mother, daughter etc.; • gender expectations in the work place shape our sense of self e.g. norms of appearance for women and men are often different; • the gendered division of labour in the workplace influences how we see ourselves in relation to colleagues e.g. women often occupy lower positions due to vertical segregation; • social identity is influenced by gender norms and expectations in education such as subject choice, friendship groups, subcultures, dress codes and teacher expectations and labelling; • gender stereotypes in the mass media influence how we see ourselves – role models are often stereotypical e.g. Kim Kardashian and Kanye West; • peer groups are often formed along gender lines and subsequently shape the way we see ourselves in relation to the group e.g. single-sex friendship groups reinforce traditional gender; • in the past or in traditional societies women and men are expected to conform to traditional conjugal roles e.g. man as the breadwinner and women as the carers and housewives; • Norms; • hegemonic notions of masculinity e.g. the male as breadwinner and protector still shape how many men see themselves and their social role; • many religions have different expectations for different genders and within the leadership roles are segregated along gender lines e.g. in Catholicism women can still not become priests or the wearing of hijab or burka in order to preserve female modesty; • any other reasonable response.	**15**

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Question	Answer	Marks
2(e)	**Against:** • according to postmodernists gender is far more fluid these days as alternative and non-traditional role models are emerging and this ultimately minimises the effects of traditional gender stereotypes; • traditional notions of gender are breaking down, we now have multiple acceptable masculinities and femininities, gender convergence etc, and so traditional ideas of gender are a far less important factor in shaping our sense of self; • Marxists would argue that social class and access to cultural capital is more important in shaping our social identity as it determines who we interact with, our aspirations and our life chances; • for some groups race, ethnicity and religious background are more important influences upon social identity than gender e.g. nationalist groups or religious cults/sects; • social identity is not fixed and as we get older our age is important in shaping our sense of self; • gender does not work in isolation and it is a combination of factors, such as age, ethnicity and gender that operate together to influence our social identity; • postmodernists would argue that we live in a consumer society and a media-saturated society and in a such a reality we are free to choose our identity via our consumption patterns and lifestyle choices – traditional sources of identity such as gender have dwindled in importance; • any other reasonable response. **Band 0[0 marks]** No creditworthy response. **Band 1 [1–4 marks]** Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided. Lower in the band (1–2 marks), expect one or two weak points. Higher in the band (3–4 marks) candidates may offer more than two points and provide a weak definition of key terms in the question. **Band 2 [5–8 marks]** In this band candidates will show some basic knowledge of the debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to assess the issues raised by the question. There may be limited/some use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided or only cover one side of the debate. Lower in the band, the response may be rather narrow in the points covered and there may be some development. Higher in the band, more points are likely to be covered with some development. Alternatively, a list-like answer with some development covering both sides of the argument may score up to 8 marks. **A one-sided answer cannot score higher than 8 marks.**	

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Question	Answer	Marks
3(a)	**What is meant by the term 'social inequality'?** *Social inequality* is the existence of unequal opportunities and rewards for different social positions or statuses within a group or society. **One** mark for partial definition e.g. *where people in the same society have more money or material possessions than others* **Two** marks for clear definition e.g. *the inequality between groups in a stratification system, for example wealth, income or access to healthcare.*	**2**
3(b)	**Describe two examples of social exclusion.** **Possible answers:** • discrimination based on ethnicity/class etc. e.g. the underclass being treated as outcasts in society; • examples of exclusion based on closed societies such as norms around the interaction between Untouchables and other castes in India; • exclusion from banking and financial services – those who a bad credit history or who are homeless may be unable to get a bank account or borrow money; • exclusion from appropriate housing e.g. homeless families who continue to live in hostels or bed and breakfast accommodation; • exclusion from education e.g. children with behavioural and often other special needs who cannot be catered for properly in mainstream schools; • exclusion from access to health care e.g. some minority ethnic groups may have English as a second language and struggle to understand their rights or to communicate with health professionals; • exclusion from employment opportunities e.g. the disabled and some ethnic minorities are still discriminated against in terms of recruitment; • exclusion from access to public transport e.g. the homeless or those living in poverty may not be able to spare money for a bus or train to attend a job interview or even to visit family; • any other reasonable response. **One** mark for each example identified (up to maximum of **two**). **One** mark for each description (up to a maximum of **two**).	**4**

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Question	Answer	Marks
3(c)	**Explain how equal opportunities legislation has improved people's life chances.** **Possible answers:** • now laws have increased opportunities in the work place (gender, ethnicity, disability, age); • the Equal Pay Act now means it's illegal to pay men and women differently for work of equal value thus enhancing life chances as women in particular will benefit economically; • the introduction of the welfare state via legislation creates more equal opportunities e.g. free education for all improves social mobility; • civil partnerships and single sex marriage have given parity to all groups across all forms of sanctioned union and this gives social recognition and value to such partnerships; • access to paid maternity/paternity leave has offered protection, support and flexibility to new parents allowing both parents to take of work without losing their job and this can only help in terms of childcare and the socialisation of children and also ensures that loss of income is minimised; • the Disability Discrimination Act has increased access for the disabled in many areas of life including, housing, transport and employment and this enhances life chances; • the Race Relations Act has increased opportunities and enshrined ethnic minority's rights to equality of opportunity across a range of social areas; • age discrimination legislation has enabled elderly people to remain in the workforce for longer e.g. the removal of forced retirement in the UK and measures such as the minimum wage for young workers allows for some protection against exploitation; • in the UK the Equality Act 2010 legally protects people from discrimination in the workplace and in wider society and this enables individuals to improve their life chances in these areas; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of the question. Responses may be short and un/underdeveloped. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point, but there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. **Band 2 [4–6 marks]** Answers in this band will have clear and accurate explanation, showing good sociological knowledge and understanding. Sociological terms and concepts should be expected and explained. At the bottom of the band, the range of points covered may be narrow or lack detail. Higher in the band, answers will cover more than one point in a well-developed way or cover several points in less detail.	**6**

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Question	Answer	Marks
3(d)	**Explain why welfare states have been introduced in some societies.** **Possible answers:** □ for moral reasons – it is seen by many that it is wrong for people to live in poverty while others have financial security and thus introducing minimum thresholds in income, health provision etc. is seen as the right thing to do; □ for political reasons – Marxists may argue that welfare state measures are introduced to overcome the resentment of the poor against the rich and hence to prevent class consciousness and ultimately rebellion; □ feminists argue that the state pension is particularly important for women who live longer than men but are likely to have earned less during their lifetime and so changes to female pensions have now recognised this fact; □ ethnic minority groups are more likely to be unemployed so the welfare state provides the means for them to live whilst looking for work; □ increasing life expectancy leads to greater health issues for the elderly, the welfare state can offer support and care for these groups through the provision of care homes, community centres, sheltered housing schemes etc.; □ the welfare state helps provide health care for those who wouldn't be able to afford it otherwise and this is seen to be a moral imperative in many modern industrial societies; □ social housing is offered to the to the poor in an attempt to raise their standard of living as substandard 'slum' housing is seen as unacceptable in a civilised society; □ the disabled often find accessing the job market difficult so the welfare state provides to income to support them as part of an equal opportunities agenda which is now necessity; □ child benefit is paid to parents so as to improve the equality of opportunity for the children of poorer families; □ any other reasonable response. **Band 0[0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of the question. A tendency to description is likely. Responses may be short and undeveloped and points stated without explanation. Sociological terms and concepts are unlikely to be used. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point.	**8**

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Question	Answer	Marks
3(d)	**Band 2 [4–6 marks]** Answers in this band will show basic sociological knowledge and understanding. Responses may be underdeveloped and lacking in range. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Higher in the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed/explained. **Band 3 [7–8 marks]** Answers in this band will show good sociological knowledge and understanding and will be well-developed and explained. Sociological terms and concepts will be used accurately overall. Answers will be well-focused on the question and there will be a range of points presented. At the top of the band explanations will be clear throughout.	
3(e)	**To what extent does gender inequality still exist in the workplace?** **Possible answers: For:** • there is evidence of continuing vertical segregation – men are still more likely to hold dominant positions in organisations and businesses; • there is evidence of continuing horizontal segregation – there are clear divisions in work sectors for men and women e.g. construction/caring and these are linked to inequalities in income and status; • there is often a gendered division of labour in the workplace which arises from the institutional rules, norms and practices that govern the allocation of tasks between women and men stemming from childhood socialisation; • evidence of the glass ceiling in the work place – women still face barriers to promotion due to gender stereotypes and prejudices centred around women's reproductive capacity; • woman are more likely to be in part time work – this often caused by the social expectation that they will have domestic responsibilities and this affects their income, status and future possibility for career progression; • woman are often paid less for equivalent work despite legislation to secure equal pay – abuses are difficult to prove in a court of law or employment tribunal; • working hours and practices may be unsympathetic to childcare arrangements and hence women may experience role conflict; • feminists argue that role conflict impacts women more than men – the balance between work and motherhood is challenging, leading to the dual, or even triple, burden; • functionalist arguments about the expectations of women in society promote women taking on expressive roles and not venturing into the workplace – so being a stay-at-home mum is still as aspiration for some; • feminists argue that gender stereotypes still remain in the workplace and this leads to discrimination in terms of sexual harassment e.g. the recent #metoo campaign in the TV and film industries; • any other reasonable response.	**15**

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Question	Answer	Marks
3(e)	**Against:** □ examples of high powered women demonstrate women can achieve high positions – e.g. Angela Merkel is a role model for aspiring women □ there are increasing numbers of positive role models for women – Theresa May is the UK's second female prime minister – and there are more women now acting as board members and CEOs of top businesses □ feminists have and are still successfully campaigning for change – feminists have brought about not only changes of expectations but also changes in laws that have empowered women □ changes to equality laws – this now means that overt gender discrimination is illegal and sets out a framework for what is socially and legally acceptable □ the changing nature of the economy – there is now less manufacturing and this has mean the disappearance of traditional 'masculine' jobs – the feminisation of the workplace (e.g. in the service sector) has given increased opportunities to women □ changes in the socialisation of girls – particularly at school – has seen a change of aspiration with many girls now thinking about employment as a priority rather than marriage and children □ changing attitudes to gender in the workplace has seen the normalisation of non-gender specific employment opportunities and this has encouraged more women to enter typically 'male' careers like construction, law etc. □ any other reasonable response. **Band 0[0 marks]** No creditworthy response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–4 marks]** Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided. Lower in the band (1–2 marks), expect one or two weak points. Higher in the band (3–4 marks) candidates may offer more than two points and provide a weak definition of key terms in the question.	

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Question	Answer	Marks
3(e)	**Band 2 [5–8 marks]** In this band candidates will show some basic knowledge of the debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to assess the issues raised by the question. There may be limited/some use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided or only cover one side of the debate. Lower in the band, the response may be rather narrow in the points covered and there may be some development. Higher in the band, more points are likely to be covered with some development. Alternatively, a list-like answer with some development covering both sides of the argument may score up to 8 marks. **A one-sided answer cannot score higher than 8 marks.** **Band 3 [9–12 marks]** Answers in this band will show good sociological knowledge and understanding of the debate. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well-developed, focused on the questions and there will be a range of points presented. There will be a two-sided response but it may lack range on one side. At the bottom of the band, candidates may provide a narrower range of developed points. At the top of the band, expect a wider range of developed points and clear focus on the question. **Band 4 [13–15 marks]** Answers in this band will show excellent knowledge and understanding of the debate. There will be a strong grasp of the arguments as well as accurate and frequent use of sociological terms and concepts. Answers will be well-developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and have a range of points on each side. At the bottom of the band (13 marks), the answer may lack a specific conclusion. Higher in the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion.	

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Cambridge O Level

Cambridge Assessment International Education
Cambridge Ordinary Level

SOCIOLOGY **2251/12**

Paper 1 **May/June 2019**

2 hours (including 15 minutes' reading time)

1251695773

Additional Materials: Answer Booklet/Paper

READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Answer Question 1 and **either** Question 2 **or** Question 3.
The number of marks is given in brackets [ ] at the end of each question or part question.

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This document consists of **3** printed pages and **1** blank page.

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Section A: Theory and methods

Answer Question 1

1 Source A

Feminist researchers are often concerned that the balance of power between the researcher and respondent is likely to affect any data gathered. They argue that the interviewer and the interviewee should be seen as equals in the research process. Feminists prefer unstructured interviews which give time and space for the interviewee to offer their views.

In structured interviews the interviewer is the one in control, they direct the questioning and record the data. In unstructured interviews the interviewees describe their experiences in their own words with the interviewer acting only as a guide. This is why feminists prefer to use unstructured interviews. Feminists also like to use focus groups in their research.

Positivists select objective methods that avoid interviewer bias but feminists reject this approach. Instead feminists claim that developing a relationship with respondents is an essential part of establishing trust and respect. Positivists also argue that unstructured interviews are very difficult to repeat.

(a) From **Source A**, identify **two** research methods used by feminists. [2]

(b) Identify **two** types of observation used by sociologists. [2]

(c) Using information from **Source A**, describe **two** reasons why some sociologists like to use unstructured interviews. [4]

(d) Describe **two** strengths of using a social survey in sociological research. [4]

(e) Describe **two** strengths and **two** limitations of using focus groups in sociological research. [8]

(f) Explain why sampling is important for sociological research. [10]

(g) To what extent is validity the most important aspect of sociological research? [15]

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Answer **either** Question 2 **or** Question 3

Section B: Culture, identity and socialisation

2 Peer groups are an important part of growing up and are an agency of informal social control, particularly for gender identity. Peer pressure can make individuals conform to the norms of the peer group and may cause role conflict for young people.

(a) What is meant by the term 'informal social control'? [2]

(b) Describe **two** examples of norms expected of students in schools. [4]

(c) Explain how young people may experience role conflict. [6]

(d) Explain why some young people join sub-cultures. [8]

(e) To what extent is social identity influenced by gender? [15]

Section C: Social inequality

3 Capitalism is a system that supports ownership of private property and making a profit. Marxists argue that capitalism leads to social inequality in society. Equal opportunities legislation has been introduced by some societies to reduce inequalities.

(a) What is meant by the term 'social inequality'? [2]

(b) Describe **two** examples of social exclusion. [4]

(c) Explain how equal opportunities legislation has improved people's life chances. [6]

(d) Explain why welfare states have been introduced in some societies. [8]

(e) To what extent does gender inequality still exist in the workplace? [15]

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SOCIOLOGY **2251/13**

Paper 1 **May/June 2019**

2 hours (including 15 minutes' reading time)

8854560219

Additional Materials: Answer Booklet

READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Answer Question 1 and **either** Question 2 **or** Question 3.
The number of marks is given in brackets [ ] at the end of each question or part question.

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This document consists of **3** printed pages and **1** blank page.

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Section A: Theory and methods

Answer Question 1

1 Source A

Devising sociological research can be affected by various factors such as: the researcher's social identity, their personal experiences and interests as well as their theoretical perspective and preferences for particular sociological approaches. Other factors affecting research design include: ethical issues, time constraints, accessing samples and funding. Doing research can be expensive so getting funding is important. Many sociologists get their funding from governments or charities.

Although all parts of the research process are important pilot studies are considered essential by many researchers. A pilot study is a preliminary small scale study that is carried out before the main research. It can help researchers decide how to carry out a large scale study as well as identify potential problems with the method, sample or research question.

(a) From **Source A**, identify **two** ways sociologists get their funding. [2]

(b) Identify **two** examples of sampling frames used by sociologists. [2]

(c) Using information from **Source A**, describe **two** reasons why researchers like to use pilot studies. [4]

(d) Describe **two** strengths of using semi-structured interviews in sociological research. [4]

(e) Describe **two** strengths and **two** limitations of using snowball sampling in sociological research. [8]

(f) Explain why sociologists should follow ethical guidelines when carrying out research. [10]

(g) To what extent are positivist methods the most effective way of carrying out sociological research? [15]

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Answer **either** Question 2 **or** Question 3

Section B: Culture, identity and socialisation

2 Norms and values in modern industrial societies are changing rapidly. Migration patterns have led to multicultural societies. Gender expectations are less fixed and feminine and masculine roles vary across societies. Also, due to increased life expectancy and different types of family, society is changing the way it sees the elderly.

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

(b) Describe **two** stereotypes of elderly people. [4]

(c) Explain how agencies of secondary socialisation control individuals. [6]

(d) Explain why conflict may occur in multicultural societies. [8]

(e) To what extent are masculine roles changing in modern industrial societies? [15]

Section C: Social inequality

3 Prejudice exists in all societies and can be positive or negative. Negative prejudice can lead to discrimination against many groups in society. It is argued by some ethnic minority groups that agencies of social control have become institutionally racist. Discrimination can have a big impact on people's life chances.

(a) What is meant by the term 'prejudice'? [2]

(b) Describe **two** ways people suffer institutional racism. [4]

(c) Explain how gender discrimination can affect women's income. [6]

(d) Explain why the elderly may lack status in society. [8]

(e) To what extent is social mobility possible in modern industrial societies? [15]

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SOCIOLOGY **2251/13**

Paper 1 **May/June 2019**

MARK SCHEME

Maximum Mark: 80

Published

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

10 the specific content of the mark scheme or the generic level descriptors for the question
11 the specific skills defined in the mark scheme or in the generic level descriptors for the question
12 the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

5 marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
6 marks are awarded when candidates clearly demonstrate what they know and can do
7 marks are not deducted for errors
8 marks are not deducted for omissions
9 answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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Question	Answer	Marks
1(a)	**From Source A identify two ways sociologists get their funding.** Acceptable responses: □ governments □ charities **One** mark for each way correctly identified (up to a maximum of **two**).	**2**
1(b)	**Identify two examples of sampling frames used by sociologists.** **Possible answers:** □ electoral roll; □ telephone directory; □ school register; □ followers of a social network group; □ list of members of a club or society; □ any other reasonable response. **One** mark for each example correctly identified (up to maximum of **two**).	**2**

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Question	Answer	Marks
1(c)	**Using information from Source A, describe two reasons why researchers like to use pilot studies.** **Possible answers:** □ using a pilot study enables researchers **to identify potential problems with the method** – e.g. whether it gives appropriate data; □ using a pilot study enables researchers **to identify potential problems with the research question** e.g. whether it's well focused; □ using a pilot study enables researchers **to identify potential problems with the sampling** procedure and make sure the sample is appropriate – issues of access and representativeness can be overcome; □ using a pilot study enables researchers **to prepare for a large scale study** - these are expensive so a small-scale pilot study is essential to iron out any initial problems with methods or research devices before undertaking the full research; □ a successful pilot study is useful in securing funding as the study is deemed viable; □ a pilot study helps to identify ethical and practical issues which might occur; □ a pilot study can be helpful in determining what resources (finance, staff) are needed for a planned study; □ a pilot study can ensure the research question is appropriate and likely to find the information required; □ a pilot study is useful in order to make sure the theoretical perspective of the researcher won't impact upon the respondents; □ any other reasonable response. **One** mark for each point correctly identified from the source (up to a maximum of **two**). **One** mark for each point that is developed (up to a maximum of **two**).	**4**

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Question	Answer	Marks
1(d)	**Describe <u>two</u> strengths of using semi-structured interviews in sociological research.** **Possible answers:** □ semi-structured interviews are more reliable than unstructured interviews as there is some structure to allow comparability of results; □ semi-structured interviews are higher in validity than structured interviews because they allow the researcher to ask supplementary questions and probe for more detail; □ the wording of questions in a semi-structured interview can be changed to suit the participant thus enhancing validity; □ semi-structured interviews are more relaxed than structured interviews which helps build rapport and trust allowing the respondent to open up, encouraging valid answers; □ this form of interview allows flexibility according to participant's social identity so some questions may be missed or re-phrased to suit the situation; □ semi-structured interviews can gather qualitative data enabling a deeper insight into the respondents thoughts; □ unlike unstructured interviews semi-structured interviews can gather some quantitative data that are easier to express in charts and graphs; □ any other reasonable response. **One** mark for each strength correctly identified (up to a maximum of **two**). **One** mark for each strength that is developed (up to a maximum of **two**).	**4**

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Question	Answer	Marks
1(e)	**Describe <u>two</u> strengths and <u>two</u> limitations of using snowball sampling in sociological research. Possible answers:** Strengths • allows the researcher to reach populations that are difficult to sample e.g. gang members or criminals; • as the researcher is introduced to the respondents via a contact the sample may be more likely to give valid information as the sample is gained on the basis of trust; • the process is cheap and cost-efficient as your respondents find your sample for you; • may be less complicated as a sampling frame is not required; • the technique may require less planning – the sample gets bigger according to the actions of respondents rather than the actions of the researcher; • it is particularly useful when sampling criminal or vulnerable populations because there may be no sampling frame available; • snowball sampling may help you discover characteristics about a population that you were not aware existed; • any other reasonable response. Limitations • the researcher has little control over the sample and so the sample is unreliable and/or small; • the participants that the researcher can obtain rely mainly on the previous participants that were researched – which may be biased or they may fail to get a sample; • lacks the variety required for a representative sample e.g. only women/young people may be recruited and this may not represent the group under study; • it is possible that the sample that the researcher will obtain is only a small subgroup of the entire population - problems of generalizability due to the likelihood of a small and/or unrepresentative sample; • sampling bias is likely when using this sampling technique – the power and control is with respondents who may only ask their friends etc. • it can be time-consuming as the researcher has to wait for respondents to find others to take part; • any other reasonable response.	**8**

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Question	Answer	Marks
1(e)	**One** mark for each strength correctly identified (up to a maximum of **two**). **One** mark for each strength that is developed (up to a maximum of **two**). **One** mark for each limitation correctly identified (up to a maximum of **two**). **One** mark for each limitation that is developed (up to a maximum of **two**).	

Question	Answer	Marks
1(f)	**Explain why sociologists should follow ethical guidelines when carrying out research.** **Possible responses:** □ research involving human subjects must follow certain ethical standards to make sure the subjects are not harmed e.g. when studying gangs; □ sociologists should protect the privacy and confidentiality of their subjects – this will improve the validity of the data as it will encourage participants to be more honest; □ in field research, anonymity must be maintained, and aliases should normally be used when the researcher reports what they have been observing; this is particularly important when studying sensitive or illegal activities; □ subjects must have the right to refuse to take part in a research project without any penalties whatsoever; otherwise, they may feel pressured to participate in the project without really wanting to do so; □ informed consent is important so that participants are fully aware of what they are agreeing to take part in; □ if researchers want to study minors (under age 18), they must obtain a signature from a parent or legal guardian – will ensure informed consent; □ unethical research is likely to bring the field of sociology into disrepute – researchers could be criticised by their peers for a lack of ethics; □ unethical research is less likely to receive funding as research bodies will not want to be linked with it; □ any other reasonable response.	**10**

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Question	Answer	Marks
1(f)	**Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of the question. A tendency to description is likely. Responses may be short and undeveloped and points stated without explanation. Sociological terms and concepts are unlikely to be used. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point. **Band 2 [4–7 marks]** Answers in this band will show basic sociological knowledge and understanding. Responses may be underdeveloped and lacking in range. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Higher in the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed/explained. **Band 3 [8–10 marks]** Answers in this band will show good sociological knowledge and understanding and will be well-developed and explained. Sociological terms and concepts will be used accurately overall. Answers will be well-focused on the question and there will be a range of points presented. At the top of the band explanations will be clear throughout.	

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Question	Answer	Marks
1(g)	**To what extent are positivist methods the most effective way of carrying out sociological research?** Arguments for; □ positivist approaches focus on macro issues so often use social surveys as these will give a bigger picture of big social issues; □ positivists are interested in 'social facts' and therefore often use official statistics which are large scale, cheap and easy to access; □ positivists methods are high in reliability, such as questionnaires, and therefore they can be repeated to check for consistency of results; □ positivists prefer standardised measurements so that comparisons can be made and thus they favour methods like surveys or structured interviews; □ positivists like to identify trends so choose methods that yield quantitative data that will allow them to analyse the data in order to identify any patterns; □ positivists like to explain cause and effect relationships so they choose methods such as experiments where variables may be controlled to ensure reliability of results; □ positivists model their approach on scientific methodology and so use methods that are objective and not as open to researcher bias; □ any other reasonable response. Arguments against: □ some positivist methods may cause ethical issues such as experiments (e.g. deception in a covert observation) and this will need to be taken into account in the research design; □ many sociologists will use a triangulation of methods to overcome the perceived weaknesses of positivist methods thus illustrating that a solely positivist approach may be inadequate; □ some methods are expensive so are difficult to fund such as experiments or large scale social surveys and this means that a positivist approach is not always possible even if desired; □ methods that are high in reliability may lack validity and interpretivists would argue that it is more important to have an accurate picture of what is being studied; □ interpretivists argue that qualitative data is more valuable than quantitative data because it gives access to the feelings, perceptions, thoughts and meanings behind social action and interaction – without understanding this the numbers are blind;	**15**

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Question	Answer	Marks
1(g)	▯ interpretivists argue small scale research, that enables verstehen, are better than structured questionnaires because they give a holistic understanding of the research subjects and their lives; ▯ any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–4 marks]** Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided. Lower in the band (1–2 marks), expect one or two weak points. Higher in the band (3–4 marks) candidates may offer more than two points and provide a weak definition of key terms in the question. **Band 2 [5–8 marks]** In this band candidates will show some basic knowledge of the debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to assess the issues raised by the question. There may be limited/some use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided or only cover one side of the debate. Lower in the band, the response may be rather narrow in the points covered and there may be some development. Higher in the band, more points are likely to be covered with some development. Alternatively, a list-like answer with some development covering both sides of the argument may score up to 8 marks. A one-sided answer cannot score higher than 8 marks. **Band 3 [9–12 marks]** Answers in this band will show good sociological knowledge and understanding of the debate. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well-developed, focused on the questions and there will be a range of points presented. There will be a two-sided response but it may lack range on one side. At the bottom of the band, candidates may provide a narrower range of developed points. At the top of the band, expect a wider range of developed points and clear focus on the question. **Band 4 [13–15 marks]** Answers in this band will show excellent knowledge and understanding of the debate. There will be a strong grasp of the arguments as well as accurate and frequent use of sociological terms and concepts. Answers will be well-developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and have a range of points on each side. At the bottom of the band (13 marks), the answer may lack a specific conclusion. Higher in the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion.	

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Question	Answer	Marks
2(a)	**What is meant by the term 'gender'?** Gender = the roles and expectations associated with being male or female. **One** mark for partial definition *e.g. feminine/masculine* **Two** marks for clear definition e.g. *gender is the norms of behaviour constructed by society to fit with the expectations of one's sex.*	**2**
2(b)	**Describe <u>two</u> stereotypes of elderly people.** **Possible answers:** Two from: □ the elderly are wise and are often consulted by family members because of their experience; □ the elderly are seen as important in, or head of family structures (in certain cultures) and thus have high status; □ the elderly are frail or helpless e.g. depicted as vulnerable victims in the media; □ the elderly are grumpy/miserable e.g. always complaining about their health or youth or prices; □ the elderly are confused/lack the ability to think clearly e.g. stereotypes linking old people with dementia; □ the elderly are retired/reclusive e.g. withdrawing from the workplace and becoming socially isolated; □ the elderly live in the past and are set in their ways e.g. reminiscing about times past and being unable to move with the age; □ the elderly are despondent or fatalistic e.g. taking the view that they have seen it all before; □ the elderly as perfect grandparents e.g. in adverts; □ any other reasonable response. **One** mark for each stereotype identified (up to maximum of **two**). **One** mark for each description (up to a maximum of **two**).	**4**

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Question	Answer	Marks
2(c)	**Explain how agencies of secondary socialisation control individuals.** **Possible answers:** □ school maintains social control via the hidden curriculum i.e. through socialisation reinforced via rewards, sanctions and expectations (code of conduct); □ the workplace maintains social control through rewards (pay, promotion and bonuses), formal sanctions (dismissal or demotion) and setting expectations of behaviour; □ media are the modern day 'opium of the masses', and part of the ideological state apparatus - they encourage consumer fetishism and distract the working class from the inequalities endemic to capitalism; □ the media can control us by 'brainwashing' us e.g. in terms of gender representations and consumerism; □ responses to social media posts act as sanctions e.g. 'un-friending', trolling, thumbs down etc.; □ peer groups exert peer pressure on individuals to make them conform e.g. they may ostracise those who don't conform; □ religion exerts social control via the teaching of scripture and the chastising those who don't follow God's word, with the ultimate sanctions of heaven and hell; □ any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of the question. Responses may be short and un/underdeveloped. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point, but there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. **Band 2 [4–6 marks]** Answers in this band will have clear and accurate explanation, showing good sociological knowledge and understanding. Sociological terms and concepts should be expected and explained. At the bottom of the band, the range of points covered may be narrow or lack detail. Higher in the band, answers will cover more than one point in a well-developed way or cover several points in less detail.	**6**

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Question	Answer	Marks
2(d)	**Explain why conflict may occur in multicultural societies.** **Possible answers:** □ a multicultural society will typically be very diverse and the norms/values for one culture may seem strange or threatening to another resulting in disagreements; □ inequality in educational outcomes is influenced by ethnic origin and these differences can lead to tensions between the affected communities; □ minority cultures may feel marginalised by the formal curriculum – the ethnocentric curriculum – leading to conflict in schools; □ the religious practices of some faiths may be different to other co-existing cultures and tensions may arise; □ language barriers faced by some ethnic minority groups can lead to frustration and an inability to assimilate, resulting in effective segregation and mutual mistrust between communities; □ different religions value different things and so value consensus is difficult to achieve e.g. Buddhists value non-violence whereas some other religions have a warrior history; □ in a multicultural society it is hard to find consensus around such things as attitudes to food, music, dress etc. and this can cause conflict e.g. the wearing of hijab in France has now been banned; □ different cultures have different attitudes towards gender roles and gender socialisation and this can cause tensions e.g. Bangladeshi women in the UK may not work or speak much English and this draws criticism from other groups; □ members of minority communities may remain separate from the rest of society and not integrate, leading to a 'them and us' mentality; □ institutional racism exists in many societies and this causes conflict between ethnic groups as it leads to inequalities and social division; □ a shortage of resources, such as housing, or opportunities, such as employment, may contribute to a culture of blame leading to conflict e.g. the attack upon immigrants who are blamed for 'taking jobs'; □ any other reasonable response.	8

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Question	Answer	Marks
2(d)	**Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of the question. A tendency to description is likely. Responses may be short and undeveloped and points stated without explanation. Sociological terms and concepts are unlikely to be used. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point. **Band 2 [4–6 marks]** Answers in this band will show basic sociological knowledge and understanding. Responses may be underdeveloped and lacking in range. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Higher in the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed/explained. **Band 3 [7–8 marks]** Answers in this band will show good sociological knowledge and understanding and will be well-developed and explained. Sociological terms and concepts will be used accurately overall. Answers will be well-focused on the question and there will be a range of points presented. At the top of the band explanations will be clear throughout.	

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Question	Answer	Marks
2(e)	**To what extent are masculine roles changing in modern industrial society?** **Possible answers: For:** □ changes in family structure are shifting patterns of manipulation, canalisation, imitation and verbal appellation and this alters expectations of future masculine roles e.g. caring for children; □ single parent families and househusbands are changing the nature of masculine role models offered to children; □ economic changes have seen many traditional masculine jobs disappear and this affects masculine identity e.g. the 'crisis of masculinity' (Mac an Ghaill); □ greater female employment has seen a rise in stay at home fathers changing the notion of masculinity to include care-giving characteristics; □ the rise of feminism has challenged notions of patriarchy in society and assumes that traditional masculine power has receded; □ new legislation has been introduced to prevent gender inequalities and this has led to greater work opportunities for women, who now compete with men in most areas; □ in school girls and boys are taught the same subjects preventing early segregation and opening up subjects like health and social care to boys; □ feminist pressure has challenged gender stereotyping in the media and this has also led to changes in representations of masculinity e.g. the New Man advertising cosmetics; □ metrosexual man is now far more concerned with his appearance challenging the traditional rugged or hyper masculinity; □ any other reasonable response. **Against:** □ according to functionalists instrumental and expressive roles are biologically determined therefore masculine identity is inextricably linked to genetics; □ masculine roles are still usually associated with strength, aggression and dominance, while feminine roles are associated with passivity, nurturing and subordination; □ some gender roles are ascribed so notions of masculinity attached to sons/brothers etc. are fixed;	**15**

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Question	Answer	Marks
2(e)	inequalities still exist in the workplace particularly in terms of men in managerial roles - men are still dominant in terms of status and pay and this is still an important part of their identity; feminists argue that despite increasing female employment men are not necessarily taking on more of the domestic duties (double shift) therefore traditional views of cooking, cleaning etc. as 'women's work' remain; gender segregation still exists in the workplace reinforcing traditional masculine roles such as in construction and the trades and in business; there is still gender segregation in education in terms of subject choice (e.g. computing and physics remain male-dominated) which reinforces the old stereotypes about males being more rational etc.; hyper-masculinity or 'retributive man' is seen as defending traditional notions of masculinity e.g. the current crop of superhero films; changing masculinities may not be seen across all ethnic groups and males are still traditional breadwinners and decision-makers in certain groups; any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–4 marks]** Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided. Lower in the band (1–2 marks), expect one or two weak points. Higher in the band (3–4 marks) candidates may offer more than two points and provide a weak definition of key terms in the question. **Band 2 [5–8 marks]** In this band candidates will show some basic knowledge of the debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to assess the issues raised by the question. There may be limited/some use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided or only cover one side of the debate. Lower in the band, the response may be rather narrow in the points covered and there may be some development. Higher in the band, more points are likely to be covered with some development. Alternatively, a list-like answer with some development covering both sides of the argument may score up to 8 marks. A one-sided answer cannot score higher than 8 marks.	

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Question	Answer	Marks
2(e)	**Band 3 [9–12 marks]** Answers in this band will show good sociological knowledge and understanding of the debate. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well-developed, focused on the questions and there will be a range of points presented. There will be a two-sided response but it may lack range on one side. At the bottom of the band, candidates may provide a narrower range of developed points. At the top of the band, expect a wider range of developed points and clear focus on the question. **Band 4 [13–15 marks]** Answers in this band will show excellent knowledge and understanding of the debate. There will be a strong grasp of the arguments as well as accurate and frequent use of sociological terms and concepts. Answers will be well-developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and have a range of points on each side. At the bottom of the band (13 marks), the answer may lack a specific conclusion. Higher in the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion.	

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Question	Answer	Marks
3(a)	**What is meant by the term 'prejudice'?** Prejudice = a preconceived opinion that is not based on reason or actual experience. **One** mark for partial definition e.g. *thinking negatively about people* **Two** marks for clear definition e.g. *a preconceived opinion that a group of people are inferior or different*	**2**
3(b)	**Describe <u>two</u> ways people suffer institutional racism.** **Possible answers:** □ institutional racism occurs in education e.g. via the ethnocentric curriculum, teacher labelling etc.; □ institutional racism occurs in accessing jobs e.g. in recruitment practices - the evidence is that there are higher levels of unemployment amongst certain ethnic groups □ how institutional racism occurs in the work place e.g. ethnic minority groups tend to undertake more risky physical labour, have lower status and therefore higher levels of injury and occupational disease and ill health; □ how institutional racism occurs in healthcare – different groups have different needs e.g. Afro-Caribbean's have higher rates of sickle cell anaemia yet these differences are not always recognised or actioned appropriately; □ examples of institutional racism in terms of access to power or status - many migrants move to inner city areas where poverty and deprivation are already present, reducing the chances of social mobility; □ examples of institutional racism in the judiciary both in terms of employment as barristers and judges and also and in sentencing practices; □ institutional racism in the police e.g. stop and search figures for certain ethnic groups such as Afro-Caribbean males in London; □ examples of institutional racism in terms of access to housing - migration is aligned with poorer housing, poverty and poor health as well as discrimination and prejudice; □ any other reasonable response. **One** mark for each way identified (up to maximum of **two**). **One** mark for each way developed (up to a maximum of **two**).	**4**

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Question	Answer	Marks
3(c)	**Explain how gender discrimination can affect women's income.** **Possible answers:** • horizontal segregation – women working in particular occupations such as healthcare or the 5 c's which are known for low pay; • vertical segregation ensures that men and women who work in the same sector are likely to achieve different levels of promotion and thus different levels of pay and benefits; • the gender pay gap - despite the Equal Pay Act many women still earn less than men for doing equivalent work; • stereotypes – because women are still expected to be the main caregiver their responsibilities mean they are more likely to go back to work part-time which limits their opportunities in terms of pay and progression; • prejudice – women's opportunities for promotion are often denied as it is deemed likely that they will take career breaks to have children; • in education girls are often encouraged into certain subject choices which may restrict their ability to get higher paid jobs in the future e.g. health and social care or child care leading to them going into caring or nursery nursing; • traditional expectations of girls often see them canalised towards domestic activities which may impact their career aspirations in later life e.g. girls as cleaners and cooks which tend to be low paid and low status; • any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of the question. Responses may be short and un/underdeveloped. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point, but there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. **Band 2 [4–6 marks]** Answers in this band will have clear and accurate explanation, showing good sociological knowledge and understanding. Sociological terms and concepts should be expected and explained. At the bottom of the band, the range of points covered may be narrow or lack detail. Higher in the band, answers will cover more than one point in a well-developed way or cover several points in less detail.	**6**

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Question	Answer	Marks
3(d)	**Explain why the elderly may lack status in society.** Possible answers: □ the elderly are often thought to begin a process of disengagement from mainstream social roles and activities thus bringing about a decline in the status that was once attached to these roles; □ declining influence in the world of work sees the elderly lose status as their income and power to influence events diminish; □ diminishing health reduces the elderly's status amongst the remainder of society as they come to be seen as weak, dependent and helpless; □ media stereotypes depict the elderly as frail and as being patronised by younger generations and these can affect how others interact with them; □ concessions for the elderly (e.g. free bus passes) suggest they are a group that require extra help and this means they lack status; □ as people become elderly their position in the family changes - they may become dependent again and return to a second 'child-like' state in which they lose the prestige and respect which was once theirs as the leaders of the family; □ any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of the question. A tendency to description is likely. Responses may be short and undeveloped and points stated without explanation. Sociological terms and concepts are unlikely to be used. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point. **Band 2 [4–6 marks]** Answers in this band will show basic sociological knowledge and understanding. Responses may be underdeveloped and lacking in range. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Higher in the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed/explained. **Band 3 [7–8 marks]** Answers in this band will show good sociological knowledge and understanding and will be well-developed and explained. Sociological terms and concepts will be used accurately overall. Answers will be well-focused on the question and there will be a range of points presented. At the top of the band explanations will be clear throughout.	**8**

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Question	Answer	Marks
3(e)	**To what extent is social mobility possible in modern industrial societies?** **Possible answers:** Arguments for – • upward social mobility is possible through access to education which provides the gateway to higher status jobs and the income and rewards they bring; • downward social mobility is possible in times of economic recession when middle class managers may face redundancy and working-class people made the unemployed face poverty and a life on benefit; • intergenerational mobility is seen frequently when a child from a working class family ends up in a middle-class occupation due to hard work and equal opportunity culture; • intragenerational mobility is seen widely when, for example, a man might start his working life as a clerk but end up as a senior manager or even, in rare cases, the CEO; • marriage may be a way of enhancing an individual's social mobility; • Goldthorpe's research found high rates of mobility in the Oxford study; • social mobility via inheritance or through good fortune (e.g. winning a competition or lottery) is possible in society e.g. 'Slumdog Millionaire'; • Marxists argue that some degree of social mobility is allowed as a safety valve for the capitalist system, effectively short-circuiting the growth of resentment, anger and social unrest; • any other reasonable response. **Against:** Arguments against – • Right wing sociologists argue that middle class occupations will usually be taken by those with middle class origins as either they are more talented and/or inherit the talent and ability of their parents; • some argue that there is a cycle of poverty from which it is difficult to break out from – for example a child from poverty is unlikely to do well in school and thus is likely to remain in a similar social position to parents; • Goldthorpe's study of social mobility can be criticized; for example he fails to acknowledge the existence of the upper class and he assumed that class can be based on the occupation of the male breadwinner. Criticisms such as these render his conclusions flawed;	**15**

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Question	Answer	Marks
3(e)	□ it is now harder to enjoy upward mobility after starting work, e.g. in professions such as nursing a degree is now compulsory in the UK; □ the glass ceiling acts as a bar to the social mobility of women; □ ethnic minorities still suffer prejudice and racism in the workplace and in wider society and hence their chances for social mobility are diminished; □ the Marxist proletarianisation thesis whereby part of the middle class has now effectively part of the working class e.g. office workers and retail staff; □ major structural inequalities still act as obstacles to social mobility in various areas of social life such as education, housing, the workplace etc. □ any other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–4 marks]** Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided. Lower in the band (1–2 marks), expect one or two weak points. Higher in the band (3–4 marks) candidates may offer more than two points and provide a weak definition of key terms in the question. **Band 2 [5–8 marks]** In this band candidates will show some basic knowledge of the debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to assess the issues raised by the question. There may be limited/some use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided or only cover one side of the debate. Lower in the band, the response may be rather narrow in the points covered and there may be some development. Higher in the band, more points are likely to be covered with some development. Alternatively, a list-like answer with some development covering both sides of the argument may score up to 8 marks. A one-sided answer cannot score higher than 8 marks.	

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Question	Answer	Marks
3(e)	**Band 3 [9–12 marks]** Answers in this band will show good sociological knowledge and understanding of the debate. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well-developed, focused on the questions and there will be a range of points presented. There will be a two-sided response but it may lack range on one side. At the bottom of the band, candidates may provide a narrower range of developed points. At the top of the band, expect a wider range of developed points and clear focus on the question. **Band 4 [13–15 marks]** Answers in this band will show excellent knowledge and understanding of the debate. There will be a strong grasp of the arguments as well as accurate and frequent use of sociological terms and concepts. Answers will be well-developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and have a range of points on each side. At the bottom of the band (13 marks), the answer may lack a specific conclusion. Higher in the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion.	

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Cambridge O Level

Cambridge Assessment International Education
Cambridge Ordinary Level

SOCIOLOGY **2251/12**

Paper 1 **October/November 2019**

2 hours (including 15 minutes' reading time)

Additional Materials: Answer Booklet/Paper

2541266826

READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside the question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Answer Question 1 and **either** Question 2 **or** Question 3.
The number of marks is given in brackets [ ] at the end of each question or part question.

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This document consists of **3** printed pages and **1** blank page.

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Section A: Theory and methods

Answer Question 1

1 Source A

In the study 'Learning to Labour' Paul Willis conducted a longitudinal study of twelve male working-class students to gain in-depth data. He wanted to find out why working-class students usually work in manual or low-skilled jobs when they leave school. The study used triangulation as several methods were used including both participant and non-participant observations. It was important that Willis gained the trust of the male students, so they were more likely to show natural behaviour and give detailed answers.

Willis studied the students over a period of time as they moved from school into work. At the end of his research Willis compared the results from each method to produce his final conclusions. He found that due to factors such as the males creating anti-school sub-cultures they failed to gain many academic qualifications. He concluded that the students' social class position never changed as the only jobs they could get were low-skilled.

Adapted from Paul Willis Learning to Labour, (1977).

(a) From **Source A**, identify **two** reasons why the researcher needed to gain the trust of the male students in the study. [2]

(b) Identify **two** methods that might be used to research the behaviour and attitudes of students, apart from observation. [2]

(c) Using information from **Source A**, describe **two** reasons for conducting longitudinal research. [4]

(d) Describe **two** strengths of using a stratified sample in sociological research. [4]

(e) Describe **two** strengths and **two** limitations of using unstructured interviews in sociological research. [8]

(f) Explain how participant observation is a useful method of sociological research. [10]

(g) To what extent can the interpretivist approach to sociological research be criticised? [15]

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Answer **either** Question 2 **or** Question 3

Section B: Culture, identity and socialisation

2 Some sociologists argue that gender identities are now beginning to change. However the hidden curriculum within schools still has a major impact on both male and female gender identity. This has the potential to impact on their education and later employment opportunities.

(a) What is meant by the term 'hidden curriculum'? [2]

(b) Describe **two** ways the hidden curriculum is taught in schools. [4]

(c) Explain how primary socialisation affects an individual's gender identity. [6]

(d) Explain why social control leads to social conformity. [8]

(e) To what extent are gender identities changing in modern industrial societies? [15]

Section C: Social inequality

3 In many societies legislation exists to end discrimination based on gender. Despite this, statistics show that the glass ceiling still affects women. Some sociologists also argue that social class and ethnicity are as important as gender in explaining the inequalities in women's lives.

(a) What is meant by the term 'glass ceiling'? [2]

(b) Describe **two** features of social class inequality. [4]

(c) Explain how feminism has challenged gender inequality. [6]

(d) Explain why some women find it difficult to achieve high status jobs. [8]

(e) To what extent is ethnicity the most important factor in determining a person's life chances? [15]

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Cambridge Assessment International Education
Cambridge Ordinary Level

SOCIOLOGY **2251/12**

Paper 1 **October/November 2019**

MARK SCHEME

Maximum Mark: 80

Published

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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PUBLISHED

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

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GENERIC MARKING PRINCIPLE 5: Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
GENERIC MARKING PRINCIPLE 6: Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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Question	Answer	Marks
1(a)	**From Source A identify two reasons why the researcher needed to gain the trust of the male students in the study.** Acceptable responses: • The students are more likely to show natural behaviour • The students will give detailed answers. **One** mark for each method correctly identified from Source A (up to a maximum of **two**).	**2**
1(b)	**Identify two methods that might be used to research the behaviour and attitudes of students, apart from observation.** Possible answers: • interviews – structured, semi-structured, unstructured, focus group or group interview • questionnaire • experiment • case study • content analysis • surveys • longitudinal study • any other reasonable response. **One** mark for each method correctly identified (up to maximum of **two**).	**2**

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Question	Answer	Marks
1(c)	**Using information from Source A describe two reasons for conducting longitudinal research.** Possible answers: • it gives an *in-depth picture* because it yields a lot of data over a period of time • it is *useful when studying transitions/comparing one phase of life and another, e.g. between school and work* or from childhood through adulthood • *it is useful in investigating change* – the social class position never changed so it allows the researcher to get a picture of the different factors that either do or don't bring about change in people's lives, e.g. experience at school, class background • if *trust is established* the sample will be more likely to continue to give valid data and both are more likely over a period of time • *it allows for triangulation* – longitudinal research allows for several methods to be used • other approaches (e.g. a survey) only give a snapshot in time which does not allow for a holistic picture • any other reasonable response. **One** mark for each point that appropriately references the source (up to a maximum of **two**). **One** mark for each point that is correctly developed. (Up to a maximum of **two**).	**4**

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Question	Answer	Marks
1(d)	**Describe two strengths of using a stratified sample in sociological research.** Possible answers: • it is a better choice than random sampling which may leave out certain groups • it is more representative of the target population as it allows the sample to be subdivided into the relevant social characteristics e.g. age and gender • a stratified sample is more likely to produce data will be generalisible to the wider target population • it ensures that no one population is over-represented or underrepresented • positivists want to establish correlations and cause and effect relationships and so stratifying the sample will allow them to compare results for different groups • any other reasonable response. **One** mark for each strength correctly identified (up to a maximum of **two**). **One** mark for each strength that is developed (up to a maximum of **two**).	**4**

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Question	Answer	Marks
1(e)	**Describe two strengths and two limitations of using unstructured interviews in sociological research.** Possible answers: **Strengths –** • it is a flexible method so the interviewer can adjust the questions in light of what the respondent is saying, probing to get valuable qualitative data • allowing an individual to discuss freely, without pre-set questions, may bring out valuable data not anticipated by the researcher thus making the research more valid • the researcher is much more likely to develop a rapport with the respondent, resulting in greater openness which should lead to depth and detail • the use of empathy on the part of the interviewer may allow for greater sensitivity, perception and understanding of the topic from the subject's point of view • interpretivists and feminists use this method as it allows the respondents to exert more control over the discussion because the questions are not standardised but arise naturally out of the conversation • the interviewer can clarify or re-phrase questions asked to ensure that the respondent understands, thus enhancing the accuracy of answers • any other reasonable response.	8

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Question	Answer	Marks
1(e)	**Limitations –** • There is a lack of standardised pre-set questions – this will mean that no two interviews are quite the same thus inhibiting comparability and reliability • unstructured interviews can be time-consuming – it may take a long time to conduct and transcribe the interviews • if a team is used this could be costly – researchers will need to be trained if interviews are to be effective • because of the issues of time and cost – this limits the number that can be carried out so they often have a small sample size which makes them less representative • with inexperienced interviewers there is a risk of the discussion going off on a tangent and hence irrelevant data may be collected • the researcher needs to be highly skilled, e.g. how to cope with silences and reluctant speakers as well as those who may have an agenda to promote • the responses may be affected by the interviewer effect or interviewer bias, thus reducing validity • if substantial probing takes place there may be ethical issues of sensitivity or harm that arise with controversial or delicate topics • the qualitative data cannot be expressed numerically and converted into statistics and charts, etc. for easy analysis • any other reasonable response. **One** mark for each strength correctly identified (up to a maximum of **two**). **One** mark for each strength that is correctly developed (up to a maximum of **two**). **One** mark for each limitation correctly identified (up to a maximum of **two**). **One** mark for each limitation correctly developed (up to a maximum of **two**).	

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Question	Answer	Marks
1(f)	**Explain how participant observation is a useful method of sociological research.** Possible answers: • it may provide a real insight into groups that may otherwise never be heard from, e.g. gangs • it provides an overview of what that group feels about certain issues as well as providing a valuable insight into how they behave • research takes place in a naturalistic setting encouraging participants to behave as they normally do, producing good quality valid data • the researcher is open to new insights as they are immersed in the action/situation • it's a good way to study social interaction between group members and this can add a further dimension to the research • it allows the researcher to see things from the viewpoint of the participants, thus making verstehen a possibility • if it is covert it is likely to give a full picture as it allows access to participant viewpoint and other social actors are not aware they are being observed, increasing the possibility of verstehen • if the participant observation is overt it has the advantages of not breaking ethics • if the participant observation is overt it may be easier to record data • any other reasonable response.	**10**

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Question	Answer	Marks
1(f)	Band 0 **[0 marks]** No creditworthy response. Band 1 **[1–3 marks]** Answers in this band will show only a limited awareness of the question. A tendency to description is likely. Responses may be short and undeveloped and points stated without explanation. Sociological terms and concepts are unlikely to be used. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point. Band 2 **[4–7 marks]** Answers in this band will show basic sociological knowledge and understanding. Responses may be underdeveloped and lacking in range. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Higher in the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed/explained. Band 3 **[8–10 marks]** Answers in this band will show good sociological knowledge and understanding and will be well developed and explained. Sociological terms and concepts will be used accurately overall. Answers will be well focused on the question and there will be a range of points presented. At the top of the band explanations will be clear throughout.	

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Question	Answer	Marks
1(g)	**To what extent can the interpretivist approach to sociological research be criticised?** **Arguments for:** • interpretivist methods that involve the deep involvement of the researcher – such as participant observation – are prone to bias • structuralists argue that an interpretative micro approach cannot understand the impact of the big social forces such as class, socialisation, etc. • interpretivist research tends to be small scale, due to the cost and time-consuming nature of its methods, and this has the effect of making the data unrepresentative and not generalisible • the interpretivist view leads them to believe that individuals understand the motivations behind their own actions, which they may not • positivists argue that quantitative data is more reliable than qualitative research and is thus is more 'scientific' and trustworthy than qualitative research • positivists argue that, because of its methodology, interpretivism is unable to uncover the 'laws' that govern society in the same way that scientists can uncover the 'laws' that govern the natural world • qualitative data can often be purely subjective, by contrast quantitative data provides objective information that researchers can use to make scientific conclusions • interpretivists may become too involved in their subjects and 'go native' thus negatively affecting the validity of their findings • an interpretative approach by itself is not enough – a triangulated approach is more effective as it yields both qualitative and quantitative data • any other reasonable response.	**15**

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Question	Answer	Marks
1(g)	**Arguments against**: • they take a micro approach that sees the individual as having agency, not simply a recipient of external social forces – people are not just puppets of society • using positivist methods that minimise subjectivity and bias (e.g. experiments) is not always possible or appropriate • interpretivists argue that in order to understand human action we need to achieve 'verstehen', or empathetic understanding – we need to see the world through the eyes of the actors doing the acting • methods linked to an interpretivist approach, such as unstructured interviews and participant interviews, are more likely to yield valid data and thus gain an accurate picture of social reality • interpretivists seek to understand different aspects of a social situation to get a holistic view, often using multiple methods to achieve this qualitative picture • any other reasonable response.	

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Question	Answer	Marks
1(g)	Band 0 **[0 marks]** No creditworthy response. Band 1 **[1–4 marks]** Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided. Lower in the band (1–2 marks), expect one or two weak points. Higher in the band (3–4 marks) candidates may offer more than two points and provide a weak definition of key terms in the question. Band 2 **[5–8 marks]** In this band candidates will show some basic knowledge of the debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to assess the issues raised by the question. There may be limited/some use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided or only cover one side of the debate. Lower in the band, the response may be rather narrow in the points covered and there may be some development. Higher in the band, more points are likely to be covered with some development. Alternatively, a list-like answer with some development covering both sides of the argument may score up to 8 marks. **A one-sided answer cannot score higher than 8 marks.** Band 3 **[9–12 marks]** Answers in this band will show good sociological knowledge and understanding of the debate. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well-developed, focused on the questions and there will be a range of points presented. There will be a two-sided response but it may lack range on one side. At the bottom of the band, candidates may provide a narrower range of developed points. At the top of the band, expect a wider range of developed points and clear focus on the question. Band 4 **[13–15 marks]** Answers in this band will show excellent knowledge and understanding of the debate. There will be a strong grasp of the arguments as well as accurate and frequent use of sociological terms and concepts. Answers will be well-developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and have a range of points on each side. At the bottom of the band (13 marks), the answer may lack a specific conclusion. Higher in the band, there will be a clear attempt to offer an assessment of the 'To what extent …?' part of the question through a focused conclusion.	

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Question	Answer	Marks
2(a)	**What is meant by the term 'hidden curriculum'?** **One** mark for partial definition, e.g. *punctuality and obedience to the teacher.* **Two** marks for clear definition, e.g. *the unwritten, unofficial and often unintended lessons, norms and values students learn in school'.*	**2**
2(b)	**Describe two ways the hidden curriculum is taught in schools.** Possible answers: • teachers transmitting expectations of, for example, traditional gender roles through their interactions with students • the physical organisation of the classroom with the teacher at the front teaches students about the authority of the teacher and his/her control • gender and ethnic stereotypes may occur in textbooks and other resources thus propagating and reinforcing social prejudices • the use of competition to convey the message that some are better than others • the importance given to punctuality (enforced through sanctions) sets this norm up for later in the workplace and also bolsters the idea that students' time is not their own • expectations regarding dress codes/uniform • school rules and expectations regarding hard work and effort reflect a meritocratic view of education and social success which may not be accurate • sanctions – both positive and negative encourage students to conform to expected norms and values • national anthems – these are often used to reinforce patriotic messages and love for country, etc. • any other reasonable response. **One** mark for each way correctly identified (up to maximum of **two**). **One** mark for each way that is developed (up to a maximum of **two**).	**4**

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Question	Answer	Marks
2(c)	**Explain how primary socialisation affects an individual's gender identity.** Possible responses: • parents act as role-models to their children, encouraging them to imitate/copy their gendered behaviour and attitudes so that they become part of their gender identity • Oakley argued that canalisation or channelling children towards toys and activities that are considered appropriate for their gender affects gender identity, e.g. footballs/sports equipment for boys to encourage physical toughness and competition • manipulation or how parents encourage some behaviours and discourage others based on a child's gender, e.g. boys being discouraged from ballet and encouraged to play rugby to conform to traditional masculine stereotypes of toughness • the use of verbal appellations, e.g. *my little soldier* or *my beautiful princess* to reinforce messages about the relative importance of courage and appearance to boys and girls • the use of media products by parents as part of primary socialisation, e.g. Disney films which promote traditional gender stereotypes of boys as heroes who brave all to save the girl often cast as helpless 'victim' • differential social control reinforces gender expectations, e.g. girls are punished more harshly when they stray from the gender norms • any other reasonable response.	**6**

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Question	Answer	Marks
2(c)	Band 0 **[0 marks]** No creditworthy response. Band 1 **[1–3 marks]** Answers in this band will show only a limited awareness of the question. Responses may be short and un/underdeveloped. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point, but there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Band 2 **[4–6 marks]** Answers in this band will have clear and accurate explanation, showing good sociological knowledge and understanding. Sociological terms and concepts should be expected and explained. At the bottom of the band, the range of points covered may be narrow or lack detail. Higher in the band, answers will cover more than one point in a well-developed way or cover several points in less detail.	

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Question	Answer	Marks
2(d)	**Explain why social control leads to social conformity.** Possible answers: • informal social control in the family is powerful as it is part of primary socialisation, life-long and there is an emotional attachment to parents/caregivers • informal social controls in schools such as detentions and positive sanctions are effective in keeping students behaviour in order and conforming to social norms and values • we live in a media-saturated society and young people are influenced to conform by the praise and/or censure they see both in the traditional and new media, e.g. accounts of the punishments offenders receive, Facebook 'likes' and Twitter 'followers' • religion can be a powerful force for social conformity via the rewards and punishments it endorses, e.g. inclusion-exclusion from the community and the belief in heaven and hell as consequences for behaviour • the workplace teaches social conformity via both formal and informal sanctions such as praise, warnings and ultimately losing one's job and all the consequences that follow from that sanction • peers are influential in making individuals conform via both positive sanctions like acceptance and compliments and negative sanctions like isolation and bullying as most people have a desire to 'fit in' • the police have the power of arrest and limited powers to issue formal sanctions like fines and this ensures that individuals conform as they don't wish to have a criminal record or face more serious sanctions • the courts have the power to sentence individuals to a range of punishments such as prison, community service, etc. Most people fear losing their liberty and the labelling that will result from a court judgement, hence promoting conformity • prisoners are socially controlled whilst in prison via a system of rewards and privileges such as segregation and TV and/or work and this leads most to conform to prison norms and values • the government set laws and corresponding tariffs of punishment which deter individuals from non-conformity • any other reasonable response.	**8**

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Question	Answer	Marks
2(d)	Band 0 **[0 marks]** No creditworthy response. Band 1 **[1–3 marks]** Answers in this band will show only a limited awareness of the question. A tendency to description is likely. Responses may be short and undeveloped and points stated without explanation. Sociological terms and concepts are unlikely to be used. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point Band 2 **[4–6 marks]** Answers in this band will show basic sociological knowledge and understanding. Responses may be underdeveloped and lacking in range. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Higher in the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed/explained. Band 3 **[7–8 marks]** Answers in this band will show good sociological knowledge and understanding and will be well-developed and explained. Sociological terms and concepts will be used accurately overall. Answers will be well-focused on the question and there will be a range of points presented. At the top of the band explanations will be clear throughout.	

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Question	Answer	Marks
2(e)	**To what extent are gender identities changing in modern industrial societies?** Possible answers: **Arguments For –** • in business, politics and culture more women have broken through to senior positions providing role models and other ways to be a woman • postmodernists argue that gender identity is now more fluid due to individual choice and freedom, e.g. gender convergence is now becoming more of a reality • the advent of the 'New Man' shows that males can embrace their 'feminine side' without compromising on aspects of their traditional masculine identity • the rise of the 'ladette' (Jackson) shows that femininity is changing by absorbing and asserting aspects of traditional male behaviour and identity such as drinking, swearing and fighting • it has now become much more acceptable for men to behave in ways that may once have been seen as more indicative of feminine identity, e.g. showing emotion and crying, talking about relationships • it is now more the norm for fathers to be involved in the care-taking of children, including the expectation that close personal and emotional bonds will be formed, thus changing the traditional 'father' identity • more men are taking care of their appearance via cosmetics, plastic surgery, waxing, etc. and are thus displaying norms and values once ascribed to feminine identity • the fact that women are now more career-orientated has impacted on their traditional identity as housewife and mother • the rise in the number of women choosing not to be a mother impacts upon their traditional gender identity and social role • stay-at-home fathers are now more frequently seen, challenging traditional notions of both female and male gender identity	**15**

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Question	Answer	Marks
2(e)	• any other reasonable response. **Arguments Against –** • females remain far from equal in the workplace and so it is still the norm for females to aspire to more caring occupations as more appropriate to their gender identity • the social control of women's sexuality via name-calling, cyberbullying and sexting all promote older stereotypes about what is deemed acceptable for women to be • hegemonic masculinity is still the most prized form of masculinity in our culture e.g. the rise of 'superhero' films re-assert the old stereotypes • advertising still promotes gender stereotypes in cleaning ads, car ads, etc. • both men and women still view culture through the 'male gaze', e.g. women are still frequently represented as sexual objects and this is deemed acceptable • women who now work in previously male-dominated areas (e.g. construction) may still be thought of as unfeminine • Oakley's findings that in the family we are canalised and manipulated into our gender identities, often in stereotypical ways, remains true • the dual burden and triple shift illustrate that things are not changing very much for women, traditional expectations remain • females are still subject to gender stereotyping in education via the hidden curriculum and teacher labelling • any other reasonable response.	

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Question	Answer	Marks
2(e)	Band 0 **[0 marks]** No creditworthy response. Band 1 **[1–4 marks]** Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided. Lower in the band (1–2 marks), expect one or two weak points. Higher in the band (3–4 marks) candidates may offer more than two points and provide a weak definition of key terms in the question. Band 2 **[5–8 marks]** In this band candidates will show some basic knowledge of the debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to assess the issues raised by the question. There may be limited/some use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided or only cover one side of the debate. Lower in the band, the response may be rather narrow in the points covered and there may be some development. Higher in the band, more points are likely to be covered with some development. Alternatively, a list-like answer with some development covering both sides of the argument may score up to 8 marks. **A one-sided answer cannot score higher than 8 marks.** Band 3 **[9–12 marks]** Answers in this band will show good sociological knowledge and understanding of the debate. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well-developed, focused on the questions and there will be a range of points presented. There will be a two-sided response but it may lack range on one side. At the bottom of the band, candidates may provide a narrower range of developed points. At the top of the band, expect a wider range of developed points and clear focus on the question. Band 4 **[13–15 marks]** Answers in this band will show excellent knowledge and understanding of the debate. There will be a strong grasp of the arguments as well as accurate and frequent use of sociological terms and concepts. Answers will be well-developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and have a range of points on each side. At the bottom of the band (13 marks), the answer may lack a specific conclusion. Higher in the band, there will be a clear attempt to offer an assessment of the 'To what extent …?' part of the question through a focused conclusion.	

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Question	Answer	Marks
3(a)	**What is meant by the term 'glass ceiling'?** **One** mark for partial definition, e.g. *women not doing very well.* **Two** marks for clear definition, e.g. *the unseen barriers that seem to prevent women from achieving the highest positions at work.*	**2**
3(b)	**Describe two features of social class inequality.** Possible answers: • social class inequalities in education, e.g. private schools offers better facilities and students at these schools often benefit from social capital via the old boy network; also working class students suffer material or cultural deprivation leading to poor educational outcomes • social class inequalities in wealth, e.g. the wealthiest 10 per cent of adults in the UK own 40 per cent of the wealth via land, stocks and shares, houses and valuable items such as art, jewellery • social class inequalities in income, e.g. pay differentials between the highest earners and those on low incomes or the unemployed • poverty is an issue that affects many lower class people and this can occur in both absolute and relative forms, the former where individuals suffer a lack of basic necessities and the latter where individuals are poor in relation to others in the same society • social exclusion or inequalities, based on class, which mean that people are unable to take part in the society in the same way as most people as they are excluded from most social goods, e.g. in housing, employment, health care and transport • social inequalities in housing, e.g. many lower class people in modern industrial societies struggle to find good quality accommodation whereas the rich live in spacious, clean and safe housing; homelessness is also an issue in many societies and is directly linked to social class inequality • any other reasonable response. **One** mark for each feature correctly identified (up to maximum of **two**). **One** mark for each description (up to a maximum of **two**).	**4**

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Question	Answer	Marks
3(c)	**Explain how feminism has challenged gender inequality.** Possible answers: • liberal feminists have fought hard to gain equal rights and to overcome discrimination via legislation, e.g. the Suffragettes achieving votes for women, Equal Pay Act, the Sex Discrimination Act • in education – the right to go to school, compensatory education and various initiatives, e.g. to promote science amongst girls • some feminists have highlighted the physical abuse and violence, including sexual violence, that women are subjected to both in the family and in wider society and have fought to provide women-only spaces (e.g. refuges) and better laws • feminists have highlighted and fought to change previously accepted representations of women in the media, e.g. women as page 3 in the Sun, sex objects • socialist and Marxist feminists have shown how women have been used and exploited as a reserve army of labour within capitalism, wherein male workers try to exclude women from skilled jobs and husbands benefit from the unpaid domestic labour of their wives • black feminists have challenged the assumption that women are basically all the same and have highlighted the importance of racism and ethnicity as crucial to understanding gender inequalities • any other reasonable point.	**6**

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Question	Answer	Marks
3(c)	Band 0 **[0 marks]** No creditworthy response. Band 1 **[1–3 marks]** Answers in this band will show only a limited awareness of the question. Responses may be short and un/underdeveloped. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point, but there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Band 2 **[4–6 marks]** Answers in this band will have clear and accurate explanation, showing good sociological knowledge and understanding. Sociological terms and concepts should be expected and explained. At the bottom of the band, the range of points covered may be narrow or lack detail. Higher in the band, answers will cover more than one point in a well-developed way or cover several points in less detail.	

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Question	Answer	Marks
3(d)	**Explain why some women find it difficult to achieve high status jobs.** Candidates here will need to show not only an awareness of the facts that women suffer gender discrimination in terms of their ability to attain high status jobs but also the social reasons *why* that is the case. Possible answers: • gender discrimination - the barriers to females getting promotion in some areas of the workplace, this results in relatively low numbers of women in 'top' jobs such as CEOs, managing directors etc; • gender prejudice - appointments are often made by men who may have sexist attitudes and this may act as a bar to women who wish to enter a high status male-dominated profession; • the glass ceiling - because women have not taken traditionally masculine positions before employers may see appointing a women as a risk (she may need a career break for children for example) and this may act as an obstacle to women's progression in terms of gaining a higher status job; • a woman may be seen as a threat as she may do a better job than a man so perhaps unconsciously males effectively discourage and exclude women from achieving higher status positions within the workplace; • socialisation - women may have internalised stereotypes which make them believe that they are not capable or suited to more challenging and higher status jobs; • any other reasonable response	**8**

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Question	Answer	Marks
3(d)	Band 0 **[0 marks]** No creditworthy response. Band 1 **[1–3 marks]** Answers in this band will show only a limited awareness of the question. A tendency to description is likely. Responses may be short and undeveloped and points stated without explanation. Sociological terms and concepts are unlikely to be used. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point Band 2 **[4–6 marks]** Answers in this band will show basic sociological knowledge and understanding. Responses may be underdeveloped and lacking in range. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Higher in the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed/explained. Band 3 **[7–8 marks]** Answers in this band will show good sociological knowledge and understanding and will be well developed and explained. Sociological terms and concepts will be used accurately overall. Answers will be well focused on the question and there will be a range of points presented. At the top of the band explanations will be clear throughout.	

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Question	Answer	Marks
3(e)	**To what extent is ethnicity the most important factor in determining a person's life chances?** Possible answers: **Arguments For:** • high rates of unemployment amongst Afro-Caribbean or black youth mean income is low and this can lead to social inequalities in other areas like housing, etc. • in employment some ethnic groups face discrimination so that they fail to get jobs they are qualified for or do not get the same opportunities for promotion into higher status jobs – for some this may operate as a 'concrete ceiling' • social mobility amongst Pakistani and Bangladeshi people is the lowest in the UK and this puts them at a disadvantage in comparison to other ethnic groups in terms of their income and social status • the 'ethnic penalty' refers to factors which explain ethnic discrimination within the labour market, and within society generally and this can severely impact on life chances • some ethnic groups suffer inequalities in education, e.g. different ethnic outcomes may be directly related to ethnic stereotyping or labelling and an ethnocentric curriculum • media stereotyping of ethnic minorities can form the basis of prejudice and discrimination, e.g. Islamophobia caused partly by biased media coverage and representations • ethnic groups based on religion can also affect social mobility as evidence suggests that Jews and Hindus are more likely to end up in higher social class than their Christian counterparts, whilst Muslims and Sikhs tend to experience fewer opportunities to enhance their life chances • the effects of institutional racism are likely to impact a person's life chances in the criminal justice system via police stereotyping, labelling and targeting of some minority groups and unjust sentences imposed by the courts, etc. • minority ethnic groups generally have poorer health than the general population and this may be linked to either material deprivation and/or cultural deprivation, e.g. in accessing proper health care services;	**15**

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Question	Answer	Marks
3(e)	• many ethnic minorities face barriers in terms of their access to good quality housing, e.g. the effective 'segregation' of some ethnic groups in slum or low quality housing areas • to redress institutional racism some organisations will positively discriminate in favour of certain ethnic groups so as to give them greater access to social mobility, e.g. accelerated promotion schemes, quotas in recruitment • schools may take positive action to improve the educational outcomes of certain ethnic groups, e.g. by ensuring the curriculum reflects and respects all relevant cultures, by ensuring ethnic minority teachers are recruited to act as positive role models • any other reasonable response. **Arguments against:** • not all ethnic minority groups suffer high levels of unemployment and gender can be a greater barrier in certain male-dominated fields such as engineering or ICT • Black Caribbean, Black African, Chinese, Indian and White migrant groups all have a higher level of upward mobility compared to their White counterparts which may suggest ethnicity is not the most important factor affecting life chances • different social inequalities interact to affect life chances so it's not possible to isolate ethnicity, e.g. the work of black feminists illustrates that an understanding of racial or ethnic inequality alone is not sufficient to fully get to grips with the complexities of how inequality operates in modern industrial societies • age may affect life chances rather more than ethnicity at certain key points in individuals' lives due to ageism, e.g. the young suffer higher rates of unemployment and the elderly are often discriminated against both in the workplace and in other social areas • children of parents in higher social classes are more likely to end up in higher social classes themselves regardless of ethnic background – this suggests that class may be a more important determinant • there are geographical health inequalities among minority ethnic groups suggesting ethnicity alone is not the biggest factor	

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Question	Answer	Marks
3(e)	• research suggests that socioeconomic inequality is the key factor in the health disparities experienced by minority ethnic groups • there have been strict laws put in place to prevent racism and ethnic inequality in the UK, e.g. Equality Act 2010, and therefore prejudice and discrimination is far less likely to occur across the various social areas resulting in more equal life chances for ethnic minorities • functionalist arguments that society is meritocratic and we all have equality of opportunity therefore all ethnic groups can experience social mobility if they work hard and possess the right norms and values • feminists argue that gender is equally if not more important in determining a person's life chances as women in all ethnic groups suffer sexism and structural inequalities in both the personal and the public sphere • Marxists argue that social class is the matrix from which all other inequalities emerge – thus white working class workers are encouraged to be hostile to minority ethnic groups by the media which promotes stereotypes and ideologies such as the 'Muslim terrorist' or the 'immigrant scrounger' • any other reasonable response.	

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Question	Answer	Marks
3(e)	Band 0 **[0 marks]** No creditworthy response. Band 1 **[1–4 marks]** Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided. Lower in the band (1–2 marks), expect one or two weak points. Higher in the band (3–4 marks) candidates may offer more than two points and provide a weak definition of key terms in the question. Band 2 **[5–8 marks]** In this band candidates will show some basic knowledge of the debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to assess the issues raised by the question. There may be limited/some use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided or only cover one side of the debate. Lower in the band, the response may be rather narrow in the points covered and there may be some development. Higher in the band, more points are likely to be covered with some development. Alternatively, a list-like answer with some development covering both sides of the argument may score up to 8 marks. **A one-sided answer cannot score higher than 8 marks.** Band 3 **[9–12 marks]** Answers in this band will show good sociological knowledge and understanding of the debate. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well-developed, focused on the questions and there will be a range of points presented. There will be a two-sided response but it may lack range on one side. At the bottom of the band, candidates may provide a narrower range of developed points. At the top of the band, expect a wider range of developed points and clear focus on the question. Band 4 **[13–15 marks]** Answers in this band will show excellent knowledge and understanding of the debate. There will be a strong grasp of the arguments as well as accurate and frequent use of sociological terms and concepts. Answers will be well-developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and have a range of points on each side. At the bottom of the band (13 marks), the answer may lack a specific conclusion. Higher in the band, there will be a clear attempt to offer an assessment of the 'To what extent …?' part of the question through a focused conclusion.	

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Cambridge O Level

SOCIOLOGY **2251/12**

Paper 1 **May/June 2020**

2 hours

You must answer on the enclosed answer booklet.

You will need: Answer booklet (enclosed)

7602344198

INSTRUCTIONS

- Answer **two** questions in total:
  - Section A: answer Question 1.
  - Answer **either** Question 2 from Section B **or** Question 3 from Section C.
- Follow the instructions on the front cover of the answer booklet. If you need additional answer paper, ask the invigilator for a continuation booklet.

INFORMATION

- The total mark for this paper is 80.
- The number of marks for each question or part question is shown in brackets [ ].

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This document has **4** pages. Blank pages are indicated.

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[Turn over

Section A: Theory and methods

Answer Question 1

The comparative study is a scientific approach to sociological research and is often used by positivists. Sociologists can compare data between social groups and identify differences between them, such as educational achievement.

Sociologists may compare data such as the different female literacy rates around the world (Fig. 1.1). Female literacy rates refer to the percentage of women over 15 years of age that can read and write in a country. Another example of a comparative study is the UK census. Every ten years in the UK all households have to complete a detailed survey. Many of the questions are standardised and remain the same over time. Like many sources of official statistics the UK census gathers a large amount of quantitative data taking a macro approach.

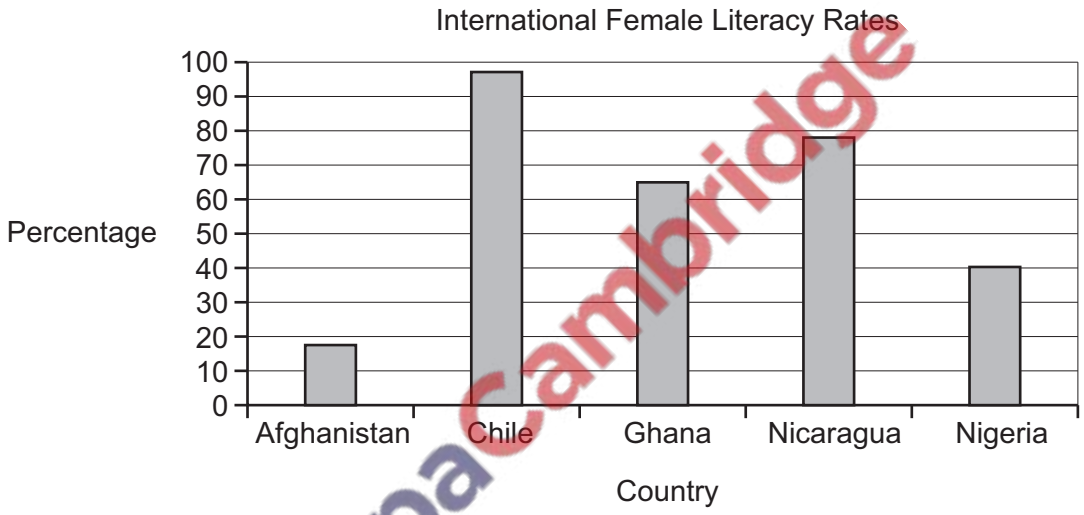

Fig. 1.1

1 **(a)** From **Source A**, identify the **two** countries with the lowest female literacy rates. [2]

(b) Identify **two** methods that could be used by positivists. [2]

(c) Using information from **Source A**, describe **two** reasons why researchers use official statistics. [4]

(d) Describe **two** limitations of using case studies in sociological research. [4]

(e) Describe **two** strengths and **two** limitations of using unstructured interviews in sociological research. [8]

(f) Explain why objectivity is difficult to maintain when carrying out sociological research. [10]

(g) To what extent are macro structuralist approaches the most useful for understanding society? [15]

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Answer **either** Question 2 **or** Question 3

Section B: Culture, identity and socialisation

2 Functionalists believe for society to work well people need to agree on a common set of values, this is known as value consensus. Sanctions and socialisation are ways to ensure that members of a society share the same values. However, socialisation and sanctions differ depending on the age and gender of the individual.

(a) What is meant by the term 'sanctions'? [2]

(b) Describe **two** examples of values. [4]

(c) Explain how traditional masculinity is changing. [6]

(d) Explain why some sociologists argue that childhood is a social construction. [8]

(e) To what extent does functionalism offer the best explanation of why individuals join youth sub-cultures? [15]

Section C: Social inequality

3 Karl Marx argued that society was divided into two main social classes: the bourgeoisie (the upper class) and the proletariat (the working class). Class stratification and status in modern industrial societies are changing and new classes have been formed, such as the underclass. Some sociologists argue there is now a growing middle class while others suggest proletarianisation is leading to a growing working class.

(a) What is meant by the term 'underclass'? [2]

(b) Describe **two** examples of ascribed status. [4]

(c) Explain how the underclass is different from other social classes. [6]

(d) Explain why some sociologists believe that proletarianisation has occurred in modern industrial societies. [8]

(e) To what extent are Marxist explanations of social inequality the most useful? [15]

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Cambridge O Level

SOCIOLOGY **2251/12**

Paper 1 **May/June 2020**

MARK SCHEME

Maximum Mark: 80

Published

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & AS Level components, and some Cambridge O Level components.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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Question	Answer	Marks
1(a)	**From Source A, identify the two countries with the lowest female literacy rates.** Acceptable responses: • Afghanistan • Nigeria **One** mark for each country correctly identified from Source A (up to a maximum of **two**).	**2**
1(b)	**Identify two methods that could be used by positivists.** Possible answers: • experiment • questionnaire • survey • structured interview • content analysis • comparative studies • Any other reasonable response. **One** mark for each method correctly identified (up to maximum of **two**).	**2**
1(c)	**Using information from Source A, describe two reasons why researchers use official statistics.** Possible answers: • *many of the questions are standardised* – this means the data that makes up official statistics will be reliably collected; • official statistical data from *the UK census is taken every ten years* this allows for comparisons to be made over time e.g. longitudinal studies; • *quantitative data is useful for the comparative method*, it enables researchers to spot trends and patterns in official statistics; • *all households have to complete a detailed survey* – official statistics often have large samples which are representative samples; • *many sources of official statistics the UK census gathers a large amount of quantitative data* which improves the chances of generalisability; • any other reasonable response **One** mark for each reason correctly identified from Source A (up to a maximum of **two**). **One** mark for each point that is developed (up to a maximum of **two**).	**4**

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Question	Answer	Marks
1(d)	**Describe <u>two</u> limitations of using case studies in sociological research.** Possible answers: • the findings may only apply to the case – so generalisations cannot be made; • the study cannot be replicated as it is unique – and this limits reliability; • the deep involvement of the researchers may lead them to being influenced by their own feelings – thus decreasing the validity of the findings; • case studies can be very time consuming – the data collection process can be very intensive; • when conducting a case study, it is very possible for the author to form a bias/subjective view – thus affecting the validity of results; • case study method may have errors of memory or judgment – recorded data may not be accurate; • with small studies, there is always the question of ethics – at what point do detailed and in depth studies become intrusive; • any other reasonable response **One** mark for each limitation correctly identified (up to a maximum of **two**). **One** mark for each point that is developed (up to a maximum of **two**).	**4**

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Question	Answer	Marks
1(e)	**Describe <u>two</u> strengths and <u>two</u> limitations of using unstructured interviews in sociological research** Strengths: • unstructured interviews provide detailed and valid data on the point of view of the respondents – they are able to say what they really think; • the flexibility of the unstructured interview – allows the interviewer to probe more deeply; • the flexibility of the unstructured interview – may allow the researcher to open up new avenues of enquiry; • being an unstructured interview the interviewer can clarify any misunderstandings by the respondent – and reformulate questions accordingly; • the interviewer can develop a rapport with the respondent – allowing for deeper and more valid responses; • unstructured interviews gain qualitative data through their conversational style – which is preferred by interpretivists; • unstructured interviews helps with ethics – as rapport can lessen chances of emotional harm; • feminists argue unstructured interviews are egalitarian – the interviewer and the interviewee have equal power in the process; • any other reasonable response limitations: • unstructured interviews are time consuming – both to carry out and analyse the data; • positivists argue they are less reliable than structured interviews – as there are no set questions which makes it difficult to compare data across respondents; • it can be difficult to make generalisations – from non-standardised questions; • interviewers need to be highly skilled – so very few researchers can carry out unstructured interviews; • in unstructured interviews the responses may be affected by interviewer bias – because the interviewer chooses what responses to record/analyse; • in unstructured interviews the interviewer effect may cause the respondent to give answers that are not true; • respondent may give socially desirable answers – this will impact the validity of the study; • sample size in case studies is often small – this can lead to problems of representativeness; • ethical issues – with all in-depth studies there is a danger of intruding to far into an individual's privacy; • any other reasonable response	**8**

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Question	Answer	Marks
1(e)	**One** mark for each strength correctly identified (up to a maximum of **two**). **One** mark for each strength that is developed with reference to *unstructured* interviews (up to a maximum of **two**). **One** mark for each limitation correctly identified (up to a maximum of **two**) **One** mark for each limitation that is developed with reference to *unstructured* interviews (up to a maximum of **two**)	

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Question	Answer	Marks
1(f)	**Explain why objectivity is difficult to maintain when carrying out sociological research.** Possible responses: • sociological is not a pure science and so it is difficult to eradicate human factors from research – sociological research does not take place in a test tube; • with case studies the researcher can become too close to the subject matter and lose a sense of objectivity; • questionnaires often suffer from the imposition problem – there may be inherent bias in the questions; • observations may lead to the researcher 'going native' – hence the researcher becomes too involved and loses objectivity; • focus groups may affect individuals differently – some may become dominated by one respondent and so lose objectivity; • official statistics used as secondary data may have been recorded to support the government's position; • interviewees may give socially desirable answers and hence the data gathered may be biased; • when designing content analyses researchers construct categories according to their own preconceived ideas; • when using historical documents the body of material may only represent a small portion of the views apparent at the time; • when using diaries as secondary data it can be difficult to verify the truth of what was written, individuals may have lied or exaggerated; • any other reasonable response Band 0 **[0 marks]** No creditworthy response. Band 1 **[1–3 marks]** Answers in this band will show only a limited awareness of the question. A tendency to description is likely. Responses may be short and undeveloped and points stated without explanation. Sociological terms and concepts are unlikely to be used. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point. Band 2 **[4–7 marks]** Answers in this band will show basic sociological knowledge and understanding. Responses may be underdeveloped and lacking in range. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Higher in the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed/explained. Band 3 **[8–10 marks]** Answers in this band will show good sociological knowledge and understanding and will be well-developed and explained. Sociological terms and concepts will be used accurately overall. Answers will be well-focused on the question and there will be a range of points presented. At the top of the band explanations will be clear throughout.	**10**

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Question	Answer	Marks
1(g)	**To what extent are macro structuralist approaches the most useful for understanding society?** Possible arguments for: • the macro structuralist is a top down approach that sees social institutions and structures as more important than individual actions ; • structuralist theories are supported by key sociological thinkers and perspectives such as Durkheim, Marx and Functionalism, they are supported by a large body of work produced by eminent sociologists; • structuralism is a macro sociological approach that examines the relationship between key institutions such as family, education, religion, media, and law; • structuralist approaches allow us to see the relationship between key institutions in society; • structuralist approaches often use big studies such as social surveys to establish social facts; • positivists use official statistics which are often large quantitative data sets so they can spot patterns, trends, correlations and causal relationships; • Durkheim's (a key Functionalist thinker) structural study of suicide remains a key sociological study despite having been carried out over 100 years ago – this provides a model for establishing large scale correlations; • Marx's conflict theory can be applied to the major institutions in society and this structural theory seeks to establish ideological links between the key institutions in a society e.g. education and the workplace; • functionalists offer a consensus theory which can be can be applied to the major institutions in society and this structural theory seeks to establish functional links between the key institutions in a society e.g. the family and education; • structuralists work with large samples which are representative and so can make generalisations; • Marxism unveils the interests of the dominant and powerful groups in society – a micro study couldn't make these claims; • any other reasonable response	**15**

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Question	Answer	Marks
1(g)	Possible arguments against: • structuralist approaches are not unified and there is disagreement between conflict and consensus theorists; • structuralist theories fail to recognise the power of the individual – interpretivists see this a weakness; • structuralism fails to show us how social reality is made through individuals interacting; • Marxists tend to consider people treated as 'cultural dopes' – these structural theories can be seen as too deterministic; • Marxism is very value laden – capitalism has no advantages, whereas many sociologists would argue capitalism has helped raise many out of poverty; • interpretivists see major weaknesses in the structural methods such as social surveys, arguing these methods lack validity; • interpretivists see society from the point of view of its members and give value to individual meanings and social interactions; • interpretivists do not see the individual as simply a recipient of external social forces and recognise the complexity of factors influencing an individual's actions; • individual qualitative interviews are able to drill down and explore deeper meanings that surveys and questionnaires cannot; • individual qualitative interviews enable a rapport between interviewee and interviewer to develop giving the respondent more of a stake in the research; • participant observation has the advantage of seeing respondents in their natural environment, structuralists wouldn't employ this type of method; • structural functionalists' organic analogy is too simplistic to account for the complex range of factors that impact members of a society; • functionalists often rely upon official statistics as objective evidence however interpretivists would argue official statistics are socially constructed e.g. criticisms of Durkheim's study of suicide; • any other reasonable response Band 0 **[0 marks]** No creditworthy response. Band 1 **[1–4 marks]** Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided. Lower in the band (1–2 marks), expect one or two weak points. Higher in the band (3–4 marks) candidates may offer more than two points and provide a weak definition of key terms in the question.	

PreCambridge

Question	Answer	Marks
1(g)	Band 2 **[5–8 marks]** In this band candidates will show some basic knowledge of the debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to assess the issues raised by the question. There may be limited/some use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided or only cover one side of the debate. Lower in the band, the response may be rather narrow in the points covered and there may be some development. Higher in the band, more points are likely to be covered with some development. Alternatively, a list-like answer with some development covering both sides of the argument may score up to 8 marks. **A one-sided answer cannot score higher than 8 marks.** Band 3 **[9–12 marks]** Answers in this band will show good sociological knowledge and understanding of the debate. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well-developed, focused on the questions and there will be a range of points presented. There will be a two-sided response but it may lack range on one side. At the bottom of the band, candidates may provide a narrower range of developed points. At the top of the band, expect a wider range of developed points and clear focus on the question. Band 4 **[13–15 marks]** Answers in this band will show excellent knowledge and understanding of the debate. There will be a strong grasp of the arguments as well as accurate and frequent use of sociological terms and concepts. Answers will be well-developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and have a range of points on each side. At the bottom of the band (13 marks), the answer may lack a specific conclusion. Higher in the band, there will be a clear attempt to offer an assessment of the 'To what extent.?' part of the question through a focused conclusion.	

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Question	Answer	Marks
2(a)	**What is meant by the term 'sanctions'?** **One** mark for partial definition e.g. telling someone off **Two** marks for clear definition e.g. ways of rewarding or punishing acceptable behaviour, usually used in the sense of punishment (negative sanctions).	**2**
2(b)	**Describe <u>two</u> examples of values.** Possible response: • honesty – being truthful to others at all times; • democracy – the right of citizens to elect their leaders; • human rights – a right which is believed to belong to every person; • the importance of education – most MIS value education and believe all children should be able to get access; • respect for the elderly – is seen as very important in some cultures; • any other reasonable response; **One** mark for each value correctly identified (up to maximum of **two**). **One** mark for each value developed (up to a maximum of **two**).	**4**

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Question	Answer	Marks
2(c)	**Explain how traditional masculinity is changing.** Masculinity – the attitudes and behaviour associated with being a man in a particular culture. Possible responses: • men are now more likely to show their emotions publicly than in previous times; • taking care over their appearance, following fashions and using cosmetics occurs more frequently in today's society e.g. metrosexual man; • talking about their relationships and feelings e.g. new man is now considered a strength whereas before it might have been taken as a weakness; • emotional attachment to children used to be the preserve of mothers only but nowadays fathers are developing close emotional bonds with their babies and infants – intimate fathering; • traditionally men would have been breadwinners but now men are more likely to be stay at home fathers – househusbands; • men particularly working class used to work in manual labour but now are more likely to be in working in the service sector; • nowadays men may demonstrate hyper-masculinity as a response to the recently perceived crisis of masculinity; • a diversity of masculinities are now apparent, as can be seen through the acceptance of homosexuality; • any other reasonable response Band 0 **[0 marks]** No creditworthy response. Band 1 **[1–3 marks]** Answers in this band will show only a limited awareness of the question. Responses may be short and un/underdeveloped. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point, but there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Band 2 **[4–6 marks]** Answers in this band will have clear and accurate explanation, showing good sociological knowledge and understanding. Sociological terms and concepts should be expected and explained. At the bottom of the band, the range of points covered may be narrow or lack detail. Higher in the band, answers will cover more than one point in a well-developed way or cover several points in less detail.	**6**

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Question	Answer	Marks
2(d)	**Explain why some sociologists argue that childhood is a social construction.** Social construction – the idea that social situations and events are constructed – made – by societies: they do not exist in nature as independent things. Possible answers: • the way childhood was considered in the past has changed compared to the present e.g. child centredness is evidence of social construction; • the way childhood is considered differs from country to country e.g. child soldiers, this suggest childhood is socially constructed; • according to Aries children used to wear the same clothes as adults but nowadays they don't; • children used to be punished by law in the same way an adult was but now they are not e.g. age of criminal responsibility; • in MIS children are required to go to school whereas in other societies they may be required to go to work and not have a formal education; • Postman argues childhood is changing in the era of modern technologies and that they are no longer seen as innocent and protected from adult issues e.g. the sexualisation of children; • children's rights have changed hugely over time e.g. employment laws; • any other reasonable response Band 0 **[0 marks]** No creditworthy response. Band 1 **[1–3 marks]** Answers in this band will show only a limited awareness of the question. A tendency to description is likely. Responses may be short and undeveloped and points stated without explanation. Sociological terms and concepts are unlikely to be used. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point. Band 2 **[4–6 marks]** Answers in this band will show basic sociological knowledge and understanding. Responses may be underdeveloped and lacking in range. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Higher in the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed/explained. Band 3 **[7–8 marks]** Answers in this band will show good sociological knowledge and understanding and will be well-developed and explained. Sociological terms and concepts will be used accurately overall. Answers will be well-focused on the question and there will be a range of points presented. At the top of the band explanations will be clear throughout.	**8**

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Question	Answer	Marks
2(e)	**To what extent does functionalism offer the best explanation of why individuals join youth sub-cultures?** Arguments for: • functionalists argue joining a youth sub-culture can be explained as a way of managing the transition from childhood to adulthood; • functionalists argue youth sub-culture helps detach the individual from their family so they can achieve their own status as an adult developing autonomy and independence; • functionalists argue youth sub-cultures act as a 'safety valve' and people join to help them manage going through adolescence; • functionalists claim that youth sub-cultures offer members an alternative opportunity structure where they can gain status and respect; • functionalists argue that young people join sub-cultures to gain status, moving from an ascribed status to an achieved status; • functionalists argue that youth sub-cultures are a way of dealing with stress caused by the transition from childhood to adulthood; • joining a youth sub-culture can be a way of gaining success and status for those young people who find other routes to success (such as education) blocked; • functionalists argue (Eisenstadt) that young people need to find a way to distinguish themselves from their parents and youth sub-cultures are a vehicle for this; • any other reasonable response Arguments against: • Marxists argue that youth sub-cultures are a form of resistance against capitalism e.g. skinheads; • Marxists argue working class youth sub-cultures are formed as other routes to resistance are blocked for such groups who lack power and status; • Marxists argue (P Cohen) the skinhead sub-culture formed as a reaction to the decline of manufacturing and as a means of protecting working-class identity; • other Marxists (Brake) argue working class youth sub-cultures are 'magical' they provide each new generation with a chance to prove they are unique; • teddy boys took their style from the upper class Edwardians to show their new affluence; • Marxists see working-class youth sub-cultures as linked to the decline of working-class inner-city communities; • postmodernists argue youth sub-cultures no longer have a clear purpose, young people join for thrills and leave, sub-cultures are transient; • feminists such as McRobbie argued girls created a bedroom sub-culture to create a space away not just away from adults but also from boys; • labelling theory suggests that pupil subcultures are a response to in-school processes such as teacher labelling; • Paul Willis argued counter school sub-cultures were formed because the lads saw school and academic learning as pointless to their future lives as factory workers; • ethnicity and anti-school sub-cultures Sewell claimed that Black Caribbean boys may experience pressure by their peers to adopt the norms of an 'urban' or 'street' sub-culture; • any other reasonable response	**15**

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Question	Answer	Marks
2(e)	Band 0 **[0 marks]** No creditworthy response. Band 1 **[1–4 marks]** Answers in this band may be vague and largely based on common sense showing limited knowledge of the debate. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided. Lower in the band (1–2 marks), expect one or two weak points. Higher in the band (3–4 marks) candidates may offer more than two points and provide a weak definition of key terms in the question. Band 2 **[5–8 marks]** In this band candidates will show some basic knowledge of the debate. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to assess the issues raised by the question. There may be limited/some use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided or only cover one side of the debate. Lower in the band, the response may be rather narrow in the points covered and there may be some development. Higher in the band, more points are likely to be covered with some development. Alternatively, a list-like answer with some development covering both sides of the argument may score up to 8 marks. **A one-sided answer cannot score higher than 8 marks.** Band 3 **[9–12 marks]** Answers in this band will show good sociological knowledge and understanding of the debate. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well-developed, focused on the questions and there will be a range of points presented. There will be a two-sided response but it may lack range on one side. At the bottom of the band, candidates may provide a narrower range of developed points. At the top of the band, expect a wider range of developed points and clear focus on the question. Band 4 **[13–15 marks]** Answers in this band will show excellent knowledge and understanding of the debate. There will be a strong grasp of the arguments as well as accurate and frequent use of sociological terms and concepts. Answers will be well-developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and have a range of points on each side. At the bottom of the band (13 marks), the answer may lack a specific conclusion. Higher in the band, there will be a clear attempt to offer an assessment of the 'To what extent.?' part of the question through a focused conclusion.	

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Question	Answer	Marks
3(a)	**What is meant by the term 'underclass'?** **One** mark for partial definition e.g. Poor and lazy people **Two** marks for clear definition e.g. A group below the working class that is effectively cut off from the rest of society.	**2**
3(b)	**Describe <u>two</u> examples of ascribed status.** Possible answers: • being born male or female – status is ascribed according to one's sex at birth; • royal status – people are born or marry into royalty and do not achieve this status; • sister/brother – the birth of a sibling is beyond the individual's control; • age related statuses – though these change throughout one's life age related status is not achieved; • ethnic related statuses – being a ethnic minority or majority is an ascribed status largely beyond the control of the individual; • any other reasonable response **One** mark for each example of ascribed status identified (up to maximum of **two**). **One** mark for each description (up to a maximum of **two**).	**4**

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Question	Answer	Marks
3(c)	**Explain how the underclass is different from other social classes.** Possible answers: • cultural differences – the underclass have a way of life characterised by a dependency culture; • different lifestyle choices – these can lead to social exclusion resulting in unemployment; • different attitudes to work and achievement – underclass are characterised by fatalism and despair; • higher crime rates – the underclass may turn to crime as they have more blocked opportunities than the middle class; • different attitude to education – leads to limited life chances in later life; • higher proportion of teen pregnancies and single parent households – these positions are often associated with a dependency on state benefits; • material deprivation – the underclass have less money and access to goods than the middle class; • poverty trap – the underclass are more likely to be stuck in the poverty trap because of their attitudes to work and education; • ethnic differences – in the USA the underclass are associated with ethnic minority groups; • any other reasonable response. Band 0 **[0 marks]** No creditworthy response. Band 1 **[1–3 marks]** Answers in this band will show only a limited awareness of the question. Responses may be short and un/underdeveloped. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point, but there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Band 2 **[4–6 marks]** Answers in this band will have clear and accurate explanation, showing good sociological knowledge and understanding. Sociological terms and concepts should be expected and explained. At the bottom of the band, the range of points covered may be narrow or lack detail. Higher in the band, answers will cover more than one point in a well-developed way or cover several points in less detail.	**6**

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Question	Answer	Marks
3(d)	**Explain why some sociologists believe that proletarianisation has occurred in modern industrial societies.** Proletarianisation – the theory that the lower levels of the middle class are becoming working class. Possible responses: • many of the tasks done by middle-class workers were being de-skilled (Braverman) due to mechanisation and automation; • conditions of employment have changed in many jobs that were middle-class – there is now less job security and benefits such as sick leave; • wages and bonuses have decreased in jobs that were middle-class so incomes have fallen to proletariat levels • less autonomy in middle-class jobs as power has moved to management so the old middle class have a similar status at work to the traditional working class; • workers in proletarianised jobs are starting to think of themselves as working class, for example, by joining a trade union; • according to Marx as wealth is concentrated in fewer hands an increasing number of the middle class are reduced to dependence on wage labour for income; • changes in the occupational structure have led to more people being reclassified as the new working class; • the distinctions between manual labour and non-manual labour are breaking down leading to a growing working class; • the introduction of new technologies into the service sector have meant less skills are needed for this type of employment – hence wages fall and what was once considered middle class employment is now seen as working class; • education levels have generally increased meaning more people are now skilled enough for clerical/service sector work so this has dropped in status; • any other reasonable response Band 0 **[0 marks]** No creditworthy response. Band 1 **[1–3 marks]** Answers in this band will show only a limited awareness of the question. A tendency to description is likely. Responses may be short and undeveloped and points stated without explanation. Sociological terms and concepts are unlikely to be used. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point.	8

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Question	Answer	Marks
3(d)	Band 2 **[4–6 marks]** Answers in this band will show basic sociological knowledge and understanding. Responses may be underdeveloped and lacking in range. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Higher in the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed/explained Band 3 **[7–8 marks]** Answers in this band will show good sociological knowledge and understanding and will be well-developed and explained. Sociological terms and concepts will be used accurately overall. Answers will be well-focused on the question and there will be a range of points presented. At the top of the band explanations will be clear throughout.	

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Question	Answer	Marks
3(e)	**To what extent are Marxist explanations of social inequality the most useful?** Arguments for: • Marxists argue inequality is the inevitable outcome of capitalism, this is useful for economic explanations of inequality in most MIS; • Marxism offers a clear distinction of the conflict between two classes in society – the bourgeoisie exploit the labour of the proletariat to increase their profits; • Marxist explanations of the relationship between the proletariat who own nothing but their labour which they sell to the bourgeoisie for wages is true for many individuals in society; • Marxists offer useful explanations of the barriers to resistance faced by the proletariat who are oppressed in that they can't exercise their dissatisfaction with their bosses for fear of being sacked; • Althusser theories of ideology help explain why the working class fail to gain equality, this is useful as it explains how the key institutions in society (ISAs) work together to prevent the working classes from rising up; • Marxism offers explanations of the ways in which the state tries to control our thoughts and legitimises the capitalist system, (the myth of meritocracy) through various ISAs such as religion, education, mass media and criminal justice • Marxist theories of education help explain the inequalities faced by the working class in terms of educational outcomes and class differences in educational attainment are clearly evident today; • Marxists refer to 'the old boy's network' which see privileged elites helping people of their own class thus denying meritocratic opportunity, this theory is rooted in reality as examples of nepotism can be seen in most societies; • Marxist theories of material deprivation are useful for explaining the formation of sub-cultures, crime rates and differences in educational attainment; • any other reasonable response. Arguments against: • Marxism is one dimensional – tries to explain all inequality in terms of economic differences; • interactionist critique of structural approaches, such as Marxism, as being too deterministic, people are not just puppets but actors in their own lives; • functionalists argue society is meritocratic and that inequality is not a bad thing; • others argue capitalism has raised living standards for many so challenge Marxist's critique of capitalism; • Marxist predictions of revolution have not materialised and so the theory is flawed; • feminists are likely to argue that gender is a more important explanation of inequality than class; • other sociologists argue ethnicity is a more important explanation of inequality than class; • any other reasonable response	**15**

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