

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the June 2004 question papers

0495 SOCIOLOGY

0495/01	Paper 1, maximum raw mark 90
0495/02	Paper 2, maximum raw mark 60

These mark schemes are published as an aid to teachers and students, to indicate the requirements of the examination. They show the basis on which Examiners were initially instructed to award marks. They do not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

- CIE will not enter into discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the June 2004 question papers for most IGCSE and GCE Advanced Level syllabuses.



Grade thresholds taken for Syllabus 0495 (Sociology) in the June 2004 examination.

	maximum mark available	minimum mark required for grade:			
		A	C	E	F
Component 1	90	72	61	41	27
Component 2	60	47	31	20	13

The threshold (minimum mark) for B is set halfway between those for Grades A and C.

The threshold (minimum mark) for D is set halfway between those for Grades C and E.

The threshold (minimum mark) for G is set as many marks below the F threshold as the E threshold is above it.

Grade A* does not exist at the level of an individual component.

June 2004

INTERNATIONAL GCSE

MARK SCHEME

MAXIMUM MARK: 90

SYLLABUS/COMPONENT: 0495/01

SOCIOLOGY
Paper 1

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Paper One

Section A: Research Methods

1. Social surveys involve the use of a questionnaire of some kind. This can take a number of forms. Either the respondents are asked a series of questions, the answers to which are filled in on a form by an interviewer, or else the respondents complete the forms themselves. Both methods have their advantages and disadvantages, depending on the kind of information the researchers are looking for.

The type of questions used in a questionnaire may be *pre-coded* or *open-ended*. Pre-coded questions are easier to analyse and computers may be used to do this in large surveys.

The data collected by sociologists can be described as *quantitative* or *qualitative*. Data collected using questionnaires is usually in a quantitative form. Qualitative data is normally associated with in-depth studies, such as those based on participant observation.

a) In sociological research, what is meant by the following terms:

- (i) pre-coded questionnaire (2)
- (ii) respondents (2)
- (iii) participant observation (2)

For these questions, two marks for a clear and accurate definition; one mark for a flawed attempt that contains some understanding of what the term means.

- (i) A set of written questions where there is a prescribed set of answers to choose between for each question = 2 marks.*
- (ii) The study group or sample who take part in the survey = 2 marks.*
- (iii) A research method where the sociologist joins the group as a full member and is accepted by them = 2 marks.*

b) Distinguish between *quantitative* and *qualitative* data. (4)

Quantitative research involves the collection and presentation of numerical data that can be codified and expressed in the form of statistics. This approach usually involves studying large numbers of people so that the findings can be used as a basis for presenting general conclusions about social behaviour. Qualitative research focuses on smaller units of society and on the understanding of social situations and the meanings that individuals attach to behaviour.

Level 1: An accurate understanding of just one of the terms; or limited understanding of both. 0-2 marks

Level 2: The candidate demonstrates a clear understanding of the distinction between the two terms. 3-4 marks

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- c) Suggest **two** reasons why respondents may not tell the truth when answering questions in a social survey. (4)

Reasons include, for example, the following: embarrassment; misunderstood the questions; wary of the researcher's intentions; desire to mislead or foil the researcher; cannot be bothered to answer the questions seriously; etc.

Level 1: An accurate understanding of just one reason; or limited understanding of two reasons. 0-2 marks

Level 2: The candidate demonstrates a clear understanding two appropriate reasons. 3-4 marks

- d) Describe **two** advantages and **two** disadvantage of using an interviewer to ask the questions in a social survey. (8)

Advantages include, for example: ability to explain/clarify questions for the respondents; a high response rate can be achieved; interviewer can record additional information about the respondents, check the identity of the person answering the questions, and ensure that the questions are answered fully. Disadvantages include, for example: the interviewer may affect the response given by the respondents; the respondents are not able to reflect on the questions in their own time, cost of using interviewers; where a group of interviewers is used, there may be lack of consistency in the way questions are asked.

Essentially, two marks for each advantage or disadvantage that is accurately described, so 4 x 2 marks.

Level 1: A few basic points, poorly developed is the most that can be expected at this level. 0-3

*Level 2: Answers may lack balance, but at least **two** advantages and/or disadvantages will be accurately described.* 4-6

Level 3: Two advantages and two disadvantages are identified and clearly described. 7-8

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e) Describe **two** strengths and **two** limitations of using questionnaires as a sociological research method. (8)

*Strengths include, for example: cheap; relatively quick way of obtaining data; can cover a wide area; relatively easy to analyse the results; high in reliability. Limitations include, for example: high non-response rate, particularly with mail questionnaires; little **use** for studying complex issues; they do not allow people to reply in detail; the questions may guide the respondent in answering in a certain way, thus possibly biasing the response; also criticised by interpretivists for lacking validity.*

Essentially, two marks for each strength or limitation that is accurately described, so 4 x 2 marks.

Level 1: A few basic points, poorly developed is the most that can be expected at this level. 0-3

*Level 2: Answers may lack balance, but at least **two** strengths and/or limitations will be accurately described. 4-6*

Level 3: Two strengths and two limitations are identified and clearly described. 7-8

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Section B: Culture and Socialisation

2. Sociologists argue that the differences in the way men and women behave are largely the result of socialisation.

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

Socialisation is the process through which a person learns the generally accepted standards of behaviour, beliefs, conduct and morals of a society. A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

b) Distinguish between primary **and** secondary socialisation. (4)

*Level 1: A poorly articulated definition of just one of the terms = 1 mark; an accurate definition of just one of the terms = 2 marks. A weak attempt to **distinguish** the two terms that has some merit = 2 marks.* 0-2

Level 2: A clear and accurate distinction is drawn between the two terms. 3-4

c) In what ways may the behaviour of men and women differ in modern industrial societies? (6)

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

Level 2: Several appropriate differences are identified and, at the top end of the mark range, the candidate may avoid over-simplification by recognising that there is an ongoing debate about the extent to which the behaviour of men and women differs today. 4-6

d) How far may differences in the behaviour of men and women be explained in terms of socialisation? (8)

Level 1: A few general points based on commonsense rather than sociological insight can be expected at this level. 0-3

Level 2: A few relevant sociological observations are made, possibly relying on the importance of the concept of socialisation in explaining gender differences and failing to consider other possible explanations. 4-6

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

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3. Some form of social control is necessary in order to ensure that people conform to the rules of society.

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

Social control refers to the mechanisms used to persuade people to accept the generally accepted standards of behaviour, beliefs, conduct and morals of a society. A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

b) Distinguish between formal **and** informal social control. (4)

Informal control is based on rewards and encouragement for correct behaviour and sanctions such as ridicule, gossip and comment for incorrect behaviour. Formal control refers to the public, legal forms of controlling the population.

Level 1: A poorly articulated definition of just one of the terms = 1 mark; an accurate definition of just one of the terms = 2 marks. A weak attempt to distinguish the two terms that has some merit = 2 marks. 0-2

Level 2: A clear and accurate distinction is drawn between the two terms. 3-4

c) What are the main sources of *informal* social control in modern industrial societies? (6)

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

Level 2: Several appropriate sources are identified and, at the top end of the mark range, the candidate may offer some assessment of their relative importance or otherwise draw appropriate conclusions. 4-6

d) Who benefits from the rules of society? (8)

Level 1: A few general points based on commonsense rather than sociological insight can be expected at this level. 0-3

Level 2: A few relevant sociological observations are made, possibly relying on one particular sociological perspective on the issue, such as the pluralist or Marxist. 4-6

Level 3: The answer will consider several groups that may benefit from the rules of society. At the top of the band, this may be linked to relevant sociological perspectives, such as the pluralist, Marxist, feminist, and elite theory. 7-8

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Social Stratification

4. There is an increasing amount of social mobility in modern industrial societies. However, it is still the case that most people remain within the social class into which they were born.

- a) What is meant by the term *social mobility*? (2)

Social mobility is the movement of individuals or groups up or down the social hierarchy. A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

- b) Describe **two** ways that a person may move from one social class to another. (4)

Ways of achieving social mobility include, for example, education, employment, marriage, inheritance, enterprise, etc.

Level 1: A bare identification of just one of the ways of achieving social mobility = 1 mark; an accurate description of just one of the ways = 2 marks. A weak attempt to identify two ways that has some merit = 2 marks. 0-2

Level 2: A clear and accurate distinction is drawn between the two terms. 3-4

- c) What factors make it difficult for people to achieve upward social mobility? (6)

Factors that may make it difficult to achieve upward social mobility include, for example: inequality in education; material and cultural deprivation; social closure by better off groups; lack of opportunities within the wider economic system; prejudice and discrimination against some groups.

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

Level 2: Several appropriate factors are identified and, at the top end of the mark range, the candidate may assess the relative importance of the factors or draw relevant conclusions in some other way. 4-6

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d) Why is there more social mobility in modern industrial societies than in more traditional societies? (8)

Level 1: A few general points based on commonsense rather than sociological insight can be expected at this level. 0-3

Level 2: A few relevant sociological observations are made, possibly relying on the contrast between closed and open systems of stratification. 4-6

Level 3: There will be a clear understanding of the social and economic importance of social mobility for modern industrial societies, and this will be contrasted with traditional societies where ascribed status and simpler economic systems predominate. At the top of the band answers will be well reasoned and will attempt to reach appropriate conclusions. 7-8

5. Life chances are affected by social class. Unskilled working class people will have poorer health and larger families. People in the top jobs will have better education and more material possessions.

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

Life chances refer to the opportunities that a person has to achieve material rewards and other socially desirable benefits such as education, status, and power. A clear definition along these lines = 2 marks, an incomplete definition showing some understanding = 1 mark.

b) Describe two reasons why unskilled working class people may have poorer health. (4)

Reasons include, for example: work-related health risks; restricted access to good health care; possible ignorance of health risks; stress linked to low incomes and poor living conditions.

Level 1: A poorly articulated reference to just one relevant reason = 1 mark; an accurate reference to just one reason = 2 marks. Poorly articulated references to two appropriate reasons = 2 marks. 0-2

Level 2: A clear and accurate account of two relevant reasons = 2x2 marks. 3-4

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- c) Explain how life chances may be affected by other factors, apart from social class. (6)

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

Level 2: Factors apart from social class that may affect life chances include gender, ethnicity, disability and age. One or more of these factors will be explained with reasonable accuracy and detail. At the top of the band, at least two relevant factors will be identified and the links to life chances explained. 4-6

- d) Why are people in some occupations paid more than others? (8)

Factors that may influence levels of pay between occupations include, for example: unionisation or lack of it; market position as suggested by Weber; discriminatory practices by employers; the dual labour market theory; differences in the social importance of particular occupations, as suggested by functionalist sociologists.

Level 1: A few general points based on commonsense rather than sociological insight can be expected at this level. 0-3

Level 2: A few relevant sociological observations are made, possibly relying on a single explanation rather than considering different possibilities. 4-6

Level 3: Several possible explanations will be considered. At the top of the band there may be some attempt to draw conclusions about, for example, the relative importance of the factors considered. 7-8

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Power and Authority

6. Free and fair elections are an important feature of modern democratic societies.

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

Democracy is the process through which each adult member of society is able to participate equally in the major decision making processes. A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

b) Describe **two** reasons why elections are important in a democratic political system. (4)

Elections provide a means of holding the government accountable and are a mechanism for expressing the will of the people. They also encourage interest and participation in politics, and help to legitimise the political system.

Level 1: A poorly articulated reference to just one relevant reason = 1 mark; an accurate reference to just one reason = 2 marks. Poorly articulated references to two appropriate reasons = 2 marks. 0-2

Level 2: A clear and accurate account of two relevant reasons = 2x2 marks. 3-4

c) Explain how elections may be used in societies that are not democratic. (6)

In non-democratic societies the outcome of elections may be manipulated to create the appearance of popular consent for the existing regime and to undermine the positions of opponents who criticise the lack of democracy in the country.

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

Level 2: Answers will explain the form that elections may take in non-democratic societies and why they are used, possibly with reference to appropriate examples. The symbolic and ideological importance of elections in such regimes will be clearly understood in answers at the top of the band. 4-6

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- d) Why are some groups of people more powerful than others in democratic political systems? (8)

Level 1: A few general points based on commonsense rather than sociological insight can be expected at this level. 0-3

Level 2: A few relevant sociological observations are made, possibly relying on a particular perspective such as the pluralist or Marxist, and ignoring alternative viewpoints. 4-6

Level 3: Powerful groups will be identified and a rounded attempt will be made to explain the basis of their power. At the top of the band this may be linked to appropriate theoretical perspectives such as the pluralist, Marxist, feminist and elite theories. 7-8

7. The media may have an important influence on the outcome of political debates by reinforcing attitudes and setting the agenda.

- a) What is meant by the phrase *setting the agenda*? (2)

Setting the agenda refers to the ability of powerful interests within the media to define what issues are important and the terms on which they are debated. A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

- b) Describe **two** factors apart from the media that may influence the outcome of political debates in modern democratic societies. (4)

Relevant factors include, for example: pressure group activity; public opinion; government activity; international pressures; etc.

Level 1: A poorly articulated definition of just one factor = 1 mark; an accurate definition of just one factor = 2 marks. Two factors weakly identified = 2 marks. 0-2

Level 2: A clear and accurate account of two relevant factors = 2x2 marks. 3-4

- c) Explain why the free expression of opinions and ideas is considered important in democratic political systems. (6)

The free expression of opinions and ideas allows different viewpoints to be aired and contributes to informed political debate. It provides a defence against oppressive and over-dominant government and is an adjunct to the freedom of the individual that democracies supposedly promote.

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

Level 2: A clear and accurate explanation is offered. At the top end of the mark range, the candidate will reach appropriate and well-reasoned conclusions. 4-6

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d) What factors may lead to bias and distortion in media reporting of political issues? (8)

Reporting tends to emphasise the sensational and photogenic; events from places where there are reporters are more likely; editors tends to cut out foreign stories especially from far away; bad news is better than good news; might wish to support a particular party or group; the media may be influenced by government spin or by powerful pressure groups.

Level 1: A few general points based on commonsense rather than sociological insight can be expected at this level. 0-3

Level 2: A few relevant sociological observations are made, possibly relying on a limited range of points and lacking depth. 4-6

Level 3: A good range of relevant points will be considered in reasonable depth. 7-8

June 2004

INTERNATIONAL GCSE

MARK SCHEME

MAXIMUM MARK: 60

SYLLABUS/COMPONENT: 0495/02

SOCIOLOGY
Paper 2



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Paper Two

Family

1. The functions of families in modern industrial societies have changed, but that does not mean that families are less important than they were in the past.

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

The socially prescribed contribution or roles of a social institution. A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

b) Describe two functions that families perform in traditional societies. (4)

Relevant functions include, for example: welfare, economic, education, health care, socialisation, care of young children, etc.

Level 1: A poorly articulated definition of just one function = 1 mark; an accurate definition of just one function = 2 marks. Two functions weakly identified = 2 marks.
0-2

Level 2: A clear and accurate account of two relevant functions = 2x2 marks.
3-4

c) In what ways have the functions of families changed as societies have modernised? (6)

Fewer and more specialised functions; less division of labour in the performance of functions; more sharing of functions with other institutions.

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

Level 2: A clear and accurate explanation is offered. At the top end of the mark range, the candidate will reach appropriate and well-reasoned conclusions.
4-6

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- (d) In what ways are families as important today as they were in the past? (8)

Families still perform the key primary functions of reproduction, child rearing and socialisation. They also contribute to other functions (e.g. education, health care, economic), to some greater or lesser degree.

Level 1: A few general points based on commonsense rather than sociological insight can be expected at this level. 0-3

Level 2: A few relevant sociological observations are made, possibly relying on reference to the continuing importance of the primary functions of the family. 4-6

Level 3: The answer will consider several ways that the family remains important today. At the top of the band, there may also be some recognition that there are disagreements in sociology about just how important the family remains and in what ways. 7-8

2. There has been a steep rise in the divorce rate in modern industrial societies since the beginning of the twentieth century. However, divorce is not the only form of marital breakdown.

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

Divorce is the legal termination of a marriage. A clear definition along these lines 2 marks; an incomplete definition showing some understanding = 1 mark.

- b) Describe **two** forms of marital breakdown, apart from divorce. (4)

Separation; empty-shell relationships; desertion.

Level 1: A poorly articulated definition of just one form = 1 mark; an accurate definition of just one form = 2 marks. Two forms weakly identified = 2 marks. 0-2

Level 2: A clear and accurate account of two relevant forms = 2x2 marks. 3-4

- c) What factors may explain the rise in the divorce rate in modern industrial societies? (6)

Growing independence of women; less stigma attached to divorce; secularisation; simpler and less expensive divorce proceedings; etc.

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

Level 2: A clear and accurate explanation is offered. At the top end of the mark range, the candidate will reach appropriate and well-reasoned conclusions. 4-6

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- d) What are the affects on society of a high divorce rate? (8)

More single parent families and single member households; higher cost of welfare provision; high stress and ill health rates linked to divorce; changes in consumption patterns and leisure pursuits perhaps.

Level 1: A few general points based on commonsense rather than sociological insight can be expected at this level. 0-3

Level 2: A few relevant sociological observations are made, but possibly in a rather sketchy manner. 4-6

Level 3: The answer will consider several relevant effects and demonstrate good sociological understanding of the topic. 7-8

Education

3. Through the hidden curriculum pupils learn expectations regarding, for example, social class, gender and ethnicity.

- a) What is meant by the term *hidden curriculum*? (2)

All the things that pupils learn at school that are not officially part of the curriculum. A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

- b) Describe **two** ways in which the hidden curriculum may influence gender roles. (4)

The hidden curriculum may influence gender roles through, for example: the actions of teachers in responding to girls and boys differently and expecting different forms of behaviour from them; through images of males and females in books; differences in school uniform for boys and girls; peer groups behaviour within the school.

Level 1: A poorly articulated definition of just one way = 1 mark; an accurate definition of just one way = 2 marks. Two ways weakly identified = 2 marks. 0-2

Level 2: A clear and accurate account of two relevant factors = 2x2 marks. 3-4

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- c) What part does the peer group play in influencing the values and expectations of pupils? (6)

School peer groups are extremely important in influencing the behaviour and attitudes of pupils. This point is likely to be illustrated with a range of examples, including possibly references to anti-school cultures.

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

Level 2: A clear and accurate explanation is offered. At the top end of the mark range, the candidate will reach appropriate and well-reasoned conclusions. 4-6

- d) In what ways may the educational performance of pupils be affected by the interaction they have with teachers? (8)

Good answers will contain references to labelling, the importance of good teaching, and the self-fulfilling prophecy.

Level 1: A few general points based on commonsense rather than sociological insight can be expected at this level. 0-3

Level 2: A few relevant sociological observations are made, but with only limited development and lack of depth. 4-6

Level 3: The answer will demonstrate a good understanding of the role of labelling and the self-fulfilling prophecy in influencing the performance of pupils. At the top of the band we may see accurate references to appropriate studies. 7-8

4. Differences in innate intelligence may help to explain why some people do better at school than others.

- a) What is meant by the term *innate intelligence*? (2)

The genetically determined level of intelligence that a person has. A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

- b) Describe **two** factors that may influence a person's level of intelligence. (4)

Relevant factors include, for example: genetic inheritance; family background; type of schooling; career opportunities; etc.

Level 1: A poorly articulated definition of just one factor = 1 mark; an accurate definition of just one factor = 2 marks. Two factors weakly identified = 2 marks. 0-2

Level 2: A clear and accurate account of two relevant factors = 2x2 marks. 3-4

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- c) What problems are there in using IQ tests to measure intelligence? (6)

Problems include, for example: different rates of development in children; bias in the way tests are constructed; difficulty of defining intelligence; etc.

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

Level 2: A clear and accurate explanation is offered. At the top end of the mark range, the candidate will reach appropriate and well-reasoned conclusions. 4-6

- d) What factors apart from intelligence may help to explain why there are differences in educational achievement? (8)

Factors that may influence educational achievement include, for example: home background, class culture, schooling, peer group, gender, race and community influences.

Level 1: A few general points based on commonsense rather than sociological insight can be expected at this level. 0-3

Level 2: A few relevant sociological observations are made, possibly relying on one particular factor such as home background or schooling. 4-6

Level 3: The answer will consider several factors that may lead to differences in educational achievement. At the top of the band, there will be an attempt to reach a balanced and well-reasoned conclusion. 7-8

Crime, Deviance and Social Control

5. Some groups in society are more likely than others to be labelled deviant.

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

Acts that are regarded in some way as socially wrong are labelled as deviant. A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark

- b) Describe two groups in society who are likely to be labelled as deviant. (4)

Level 1: A poorly articulated description of just one group = 1 mark; an accurate description of just one group = 2 marks. Two groups weakly identified = 2 marks. 0-2

Level 2: A clear and accurate description of two relevant groups = 2x2 marks. 3-4

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- c) Which groups in society are most likely to have the power necessary to label others as deviant? (6)

Groups with the power to label others as deviant include, for example: moral crusaders; the powerful; the media; the law enforcement agencies.

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

Level 2: A clear and accurate explanation is offered. At the top end of the mark range, the candidate will reach appropriate and well-reasoned conclusions. 4-6

- d) What are the likely consequences for a group that has been labelled deviant? (8)

Likely consequences include, for example: adverse reaction from other members of society; prejudice and discrimination perhaps; marginalisation and difficulty in integrating into mainstream society; deviancy amplification.

Level 1: A few general points based on commonsense rather than sociological insight can be expected at this level. 0-3

Level 2: A few relevant sociological observations are made, but with limited extension and depth. 4-6

Level 3: The answer will consider several relevant consequences in reasonable detail. At the top of the band, there will be some recognition, implicit or explicit, of the idea of deviance amplification. 7-8

6. Official crime statistics may be misleading and always need careful interpretation.

- a) What is meant by the term *official crime statistics*? (2)

The statistics gathered and published by the government from the records of law enforcement agencies about number and type of offences committed in a society. A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

- b) Describe two reasons why people may fail to report crimes to the police. (4)

Reasons include, for example: ignorance that a crime has been committed; fear of repercussions; considered too trivial to report; desire to protect family members or friends; distrust of the police; etc.

Level 1: A poorly articulated definition of just one reason = 1 mark; an accurate definition of just one reason = 2 marks. Two reasons weakly identified = 2 marks. 0-2

Level 2: A clear and accurate account of two relevant reasons = 2x2 marks. 3-4

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- c) Why do so few white-collar crimes appear in the official crime statistics? (6)

Reasons include, for example: absence of victims in many cases; such behaviour is often dealt with within institutions; the criminals may have the power to protect themselves; the complicated nature of the crimes may deter investigation and prosecution.

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

Level 2: A clear and accurate explanation is offered. At the top end of the mark range, the candidate will reach appropriate and well-reasoned conclusions. 4-6

- d) In what ways may the official crime statistics be influenced by the activities of the police? (8)

Areas for discussion include the deployment of police resources, stereotyping, labelling and moral panics, and possible police discrimination against certain social groups.

Level 1: A few general points based on commonsense rather than sociological insight can be expected at this level. 0-3

Level 2: A few relevant sociological observations are made, possibly relying on one particular theme e.g. stereotyping or deployment of police resources, and therefore lacking breadth. 4-6

Level 3: The answer will demonstrate a sound understanding of the subject. Several aspects of police activity will be considered. Some reference to stereotyping/labelling is essential to reach the top of the band. 7-8

Mass Media

7. More people watch television than are exposed to any other form of mass communication, and so the images and messages presented may be influential.

- a) What is meant by the term *mass communication*? (2)

The dissemination of information and ideas to large numbers of people using modern technology. A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

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- b) Describe two reasons why children may be influenced by the images and messages presented on television. (4)

Relevant reasons include, for example: impressionable age group; a lot of television content is directed towards influencing children; peer group pressure may support the influence of television; other sources of information and ideas may be less accessible to children; etc.

Level 1: A poorly articulated definition of just one reason = 1 mark; an accurate definition of just one reason = 2 marks. Two reasons weakly identified = 2 marks. 0-2

Level 2: A clear and accurate account of two relevant factors = 2x2 marks. 3-4

- c) Why might it be a matter of concern in a democratic society that a few powerful individuals own most of the television channels? (6)

Good answers will highlight the importance of television as an influence on political debate and decision making in democratic societies. The potential for bias and manipulation by powerful media moguls will be considered. Links between owners and political parties may also be explored.

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

Level 2: A clear and accurate explanation is offered. At the top end of the mark range, the candidate will reach appropriate and well-reasoned conclusions. 4-6

- d) What explanations have been offered for the ways in which the media may influence behaviour? (8)

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

Level 1: A few general points based on commonsense rather than sociological insight may be expected at this level. 0-3

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

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

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8. Newspapers do not simply reflect the world as it is. They filter and select the events they report and this sometimes leads to accusations of bias and distortion.

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

A distorted or partial presentation of the facts. A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

b) Describe **two** examples of how selective reporting may lead to bias and distortion. (4)

A range of examples is possible; judge each on its merits.

Level 1: A poorly articulated definition of just one example = 1 mark; an accurate definition of just one example = 2 marks. Two examples weakly identified = 2 marks. 0-2

Level 2: A clear and accurate account of two relevant examples = 2x2 marks. 3-4

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

Factors include, for example: the directions of editors and owners; views about what is newsworthy, the type of newspaper they are writing for, professional constraints such as the practicality of reporting events in far flung places.

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

Level 2: A clear and accurate explanation is offered. At the top end of the mark range, the candidate will reach appropriate and well-reasoned conclusions. 4-6

d) What can members of the public do to counter bias and distortion in news reporting? (8)

Possible responses include: not buying newspapers that engage in biased reporting; complaining to the government and to regulatory bodies; writing letters of complaint to the newspaper; setting up or participating in appropriate pressure groups; etc.

Level 1: A few general points based on commonsense rather than sociological insight can be expected at this level. 0-3

Level 2: A few relevant sociological observations are made, but lacking depth and/or breadth of coverage. 4-6

Level 3: The answer will consider several appropriate courses of action. The points will be well explained and, at the top of the band, appropriate conclusions will be reached. 7-8