UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE O Level

MARK SCHEME for the November 2005 question paper

SOCIOLOGY

2251/02   **Paper 2**   **maximum raw mark 60**

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

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

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

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

CIE is publishing the mark schemes for the November 2005 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Section A : Family

1 The functions performed by the family in modern industrial societies are different to some extent from those carried out by the family in traditional societies.

(a) What is meant by the term *traditional society*? [2]

A society where religion and custom play a key part in organising and regulating people's lives (2 marks). One mark for a partial but worthy attempt at defining the term.

(b) Describe <u>two</u> functions that are carried out by the family in all societies.
[4]

Universal functions of the family include: regulation of sexual behaviour, reproduction, socialisation of young children, and some form of economic support (2 x 2 marks).

(c) Explain how the functions performed by the family have changed as societies have modernised. [6]

0-3   Some simple notion of a loss of functions, or a narrowing of functions, with no further development to the answer would justify 2 or 3 marks.

4-6   Answers at this level will show clearly in what ways the functions performed by the family have changed with the move to modern industrial societies. At the top of the band, candidates may include references to the sharing or transfer of functions to the state and other institutions.

(d) To what extent are families in modern industrial societies still as important as they were in the past? [8]

0-4   A few simple points, probably relying on assertion rather than sociological reasoning, may merit 2 or 3 marks. Two or three basic points about, for example, the rising divorce rate, loss of functions, decline in first marriages and/or increase in remarriages, may be worth 4 marks.

5-8   Several relevant sociological points will be discussed and, at the top of the band, the answer will include explicit assessment of whether families are still as important today as in the past.

2 Marriage can take two different forms: monogamy and polygamy. Monogamy is widely practiced in modern industrial societies. In most of these societies there has been a sharp decrease in first marriages and an increase in remarriages in recent years.

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

The marriage of one man to one woman only (2 marks).

(b) Describe <u>two</u> reasons why polygamy is the main form of marriage ... some societies. **[4]**

Reasons include, for example: inequality in the demographic balance of males and females; religious and cultural influences e.g. Islam; polygyny is useful in agricultural societies in producing more children for the family to help in planting and harvesting crops; polyandry is useful in keeping the population down to realistic survival levels, as in Tibet (2 x 2 marks).

(c) Explain why the number of first marriages has been steadily declining in many modern industrial societies in recent years. **[6]**

0-3   A list-like answer covering two or three basic points may merit 2 or 3 marks.

4-6   Changing attitudes to marriage and greater acceptance of cohabitation outside of marriage are the key factors behind the decline in first marriages. However, good answers will explore the reasons behind these changes in attitude e.g. declining influence of religion, impact of the rising divorce rate, wider opportunities for many young people in other areas of life, etc.

(d) Assess the evidence that marriage is far less important than it used to be in modern industrial societies. **[8]**

0-4   The evidence may be somewhat ignored at this level and answers will be based on assertion and personal opinion. A few simple points of some sociological relevance may be worth 3 or 4 marks.

5-8   The evidence supporting the claim that marriage is less important refers to the rising divorce rate, the decline in first marriages, possibly the decline in church weddings, and the trend toward serial monogamy (although this could also be used as evidence to support the contrary view). Evidence and arguments against the declining importance of marriage would include the increase in remarriages, the fact that marriage is still the dominant form of cohabitation, and the difficulty of assessing how important marriage was in the past. Good coverage of some relevant evidence is required to trigger this band. To reach the top of the band, there has to be some attempt at assessment.

Section B : Education

3 Formal education is provided mainly by schools and colleges. An important function of schools and colleges in modern industrial societies is to provide young people with the skills and training they need for work. For children in many less industrialised countries, however, skills are still learned mainly through informal systems of education.

(a) What is meant by the term *informal education*? **[2]**

Arranged by the community, family, etc., not in schools (2 marks).

(b) Describe <u>two</u> functions performed by schools and colleges apart from preparing young people for work? **[4]**

Secondary socialisation; transmission of core values; development of individuality and personal interests; social control; etc. (2 x 2 marks).

(c) Explain why skills are learned mainly through informal education in less industrialised societies. **[6]**

0-3 A few simple observations about less industrialised societies that are broadly relevant to the question would merit 2 or 3 marks.

4-6 Answers at this level will identify a range of relevant points and, at the top of the band, these will be well explained and developed. Reasons why informal education is the main means for acquiring skills in less industrialised societies include: too poor to have schools; rural communities do not need formal education; families and elders can teach all there is to know; repressive political regimes may fear the introduction of mass education schemes.

(d) How far, and in what ways, do schools and colleges prepare young people for work? **[8]**

0-4 At this level we can expect a few commonsense points about how schools prepare young people for work. This approach would perhaps merit 3 or 4 marks.

5-8 A range of relevant points will be covered at this level, demonstrating appropriate sociological understanding. Schools prepare young people for work through, for example: training in specific skills; general education; development of appropriate attitudes and values. Bowles and Gintis' and Willis' accounts of the social control functions of education would also be relevant to the question. To reach the top of the band, both parts of the question must be addressed, though not necessarily with equal balance.

4 Children from some ethnic minority groups underachieve at school. This may be due to factors related to both the home background and the school.

(a) What is meant by the term *ethnic minority*? **[2]**

A group of people who share a common culture that is different from that of the majority of society (2 marks).

(b) Describe <u>two</u> ways in which home background may influence a child's chances of being successful at school. **[4]**

A range of material and cultural factors related to the home may influence a child's chances of being successful at school. Reward all relevant examples (2 x 2).

(c) **Explain how the peer group may influence the educational performan~~ce~~ of many young people.** **[6]**

    0-3   A few simple points that show some awareness of what the term peer group means in the context of educational performance, may be worth 2 or 3 marks.

    4-6   Answers at this level will provide a coherent and plausible account of how the peer group may influence educational performance. Good answers may consider both the negative and the positive aspects of peer group influence, though this is not essential to achieve full marks.

(d) **How far, and in what ways, can the poor educational performance of some ethnic minorities be explained in terms of the influence of schools and teachers?** **[8]**

    0-4   Answers at this level may identify a few ways that schools/teachers may be an influence on poor performance, but with little development and possibly few direct links to the case of ethnic minorities specifically.

    5-8   Answers at this level will cover a range of factors linked to schools/teachers, such as labelling, the hidden curriculum, quality of schools in areas with a high ethnic minority population, racist attitudes of some teachers and racism in teaching materials, cultural capital explanations, etc. To reach the top of the band, the 'how far' aspect of the question must also be addressed, albeit in an unsophisticated way.

Section C : Crime, Deviance and Social Control

5 The processes of social control may be *formal* or *informal*. Social control is mostly informal in small scale, tribal societies.

(a) **What is meant by *social control*?** **[2]**

    Social control refers to the mechanisms that society has developed to ensure conformity (2 marks).

(b) **Describe the difference between *formal* and *informal* social control.** **[4]**

    Informal social control occurs within the socialisation process and consists of the private mechanisms (gossip, ridicule, ostracism, etc) reinforcing the norms and values that are learned through socialisation. Formal social control refers to the public, legal forms of controlling the population. Two marks for correctly defining each term.

(c) Explain how social control is maintained in small scale, tribal societies. **[6]**

0-3　A few general points about informal social control, with little or no development, may be worth 2 or 3 marks.

4-6　Answers at this level will go into some detail about the different mechanisms that may be used to achieve social control in tribal societies, such as ritual, intermarriage, ostracism, religion, and publicly voiced complaints.

(d) To what extent does social control serve the interests of the most powerful groups in any society? **[8]**

0-4　A few general points about who benefits from social control, with little or no sociological foundation, may be worth 2 or 3 marks. A list-like response that suggests some relevant sociological understanding could score up to 4 marks.

5-8　At this level, candidates may consider Marxist versus pluralist views of social control. In the Marxist perspective, the existence of social rules is seen to benefit the ruling class primarily. The pluralists see the benefits more evenly distributed between the various sections of society. An answer along these lines, if well expressed, would be worth 7 or 8 marks.

6　**Official crime statistics suggest that rates of juvenile delinquency are much higher in inner city areas. Young working class males are responsible for a high proportion of the recorded crime in modern industrial societies.**

(a) What is meant by the term *juvenile delinquency*? **[2]**

Crimes committed by young people, usually under the age of 18 (2 marks).

(b) Suggest <u>two</u> **reasons why rates of juvenile delinquency are much higher in inner city areas.** **[4]**

Reasons may include, for example: poverty; unemployment; cultural traditions; social disorganisation; boredom and opportunity for crime; etc. Candidates may also legitimately refer to the concentration of police resources on these areas. (2 x 2 marks).

(c) Explain why young working class males are responsible for a high proportion of the recorded crime in modern industrial societies. **[6]**

Reasons may include:
- worse off than middle class youth,
- subcultures may exist among sections of the working class that justify a certain level of crime,
- may be more frustrated and bitter against society,
- home backgrounds may not be as stable,
- dealt with more harshly by the police.

0-3   A few isolated points that are broadly relevant to the question m
merit 2 or 3 marks.

4-6   Answers at this level will cover a range of relevant points and, at the
top of the band, a coherent and well-expressed response will be
offered.

**(d) To what extent do official statistics provide an accurate record of the
amount of crime in society?**   **[8]**

0-4   A few isolated points about the limitations with official statistics in
general and/or with reference to crime specifically, would be worth 3
or 4 marks.

5-8   At this level answers will provide a solid critique of official crime
statistics. At the top of the band, there will be some attempt at
assessment and an overall conclusion will be reached in response to
the question.

Section D : The Mass Media

**7 Sociologists disagree about how much influence the mass media have in
shaping attitudes and behaviour.**

(a) What is meant by the term *mass media*?   **[2]**

The printing, broadcasting and advertising industries. A clear definition along
these lines = 2 marks. One mark for an incomplete definition, showing some
understanding.

**(b) Describe <u>two</u> examples of how information and ideas were
communicated before the introduction of the mass media.**   **[4]**

Examples include: religious instruction; face-to-face communication; works of
art; written sources confined to restricted circulation (2 x 2)

**(c) In what ways may the mass media influence the attitudes and behaviour
of young people?**   **[6]**

0-3   Answers at this level may mention a few factors, but with little or no
development

4-6   At this level several factors will be well explained. These may include,
for example, the influence of advertising, stereotyping, role-models,
and the contribution to youth cultures.

(d) **What explanations have been offered for the ways that the mass media influence behaviour?** **[8]**

0-4   A few general points based on assertion rather than sociological understanding may merit 2 or 3 marks. Some informed sociological comment about one or more explanations, but with very little development, may be worth 4 marks.

5-8   Lower in the band, two or more explanations will be considered, though with little depth. Explanations might include, for example, the behaviour (hypodermic syringe) model, the audience selection model, and the cultural approach. To go higher, the explanations must be accurate and detailed, and there may be some attempt at assessment though this is not essential.

8 **Journalists work with a concept of *newsworthiness*. This is an important factor influencing the content and the presentation of the news.**

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

Newsworthiness refers to the criteria used by journalists to decide what information and events are worth reporting in the news (2 marks).

(b) **Describe two factors that influence the content of the news apart from the concept of newsworthiness.** **[4]**

Factors may include, for example, the influence of editors/owners; availability of resources for reporting an event; access to information; possible political censorship; etc. (2 x 2 marks).

(c) **Explain why news reports may contain bias.** **[6]**

0-3   A few simple points, perhaps noting the potential influence of owners or governments, may be worth 2 or 3 marks.

4-6   Answers at this level will cover a range of reasons why news coverage may contain bias and, at the top of the band, these will be well explained and persuasive. Reasons for bias may include, for example, factors related to the processes of gathering and presenting news; the political complexion of the media source; influence of governments/owners/editors; the influence of those who use (and perhaps) manipulate the media e.g. politicians, celebrities.

(d) **How far do you agree that the mass media are able to change and shape political attitudes?** **[8]**

0-4   Answers at this level may be based mainly on assertion and/or a few one-sided observations of limited sociological relevance.

5-8   Answers will draw on relevant sociological material, such as references to studies of voting behaviour and the influence of opinion polls and/or theoretical debates such as that between pluralists and Marxists. If accurate and well developed, a mark at the top of the band would be justified.