

STANDARDS BOOKLET FOR O LEVEL SOCIOLOGY (2251)

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INTRODUCTION

This booklet contains answers written by O Level Sociology candidates during the June 2006 examination session. The answers have been carefully selected to demonstrate both strengths and limitations in responding to examination questions. Through the sample answers, specimen papers, mark schemes and examiners' comments the booklet sets out to show how O Level assessment works in practice. The responses of individual candidates are reproduced exactly and include original errors of grammar, spelling and punctuation.

The Scheme of Assessment

The scheme of assessment for the Ordinary Level qualification is based on two examination papers. Paper 1 is presented in two parts. Section A focuses on research methods and comprises one compulsory question based on source material. The second part of the examination paper is divided into three sections: Section B covers the theme of Culture and Socialisation; Section C is Social Stratification; and Section D is Power and Politics. There are two structured questions in each section. Candidates are required to answer three questions from Section B to D. The examination for Paper One is of 2 hours 30 minutes duration.

Paper 2 is divided into four sections addressing the themes of the Family, Education, Mass Media, and Crime, Deviance and Social Control. There are two structured questions in each section. Candidates are required to answer three questions from Sections A to D. The examination for Paper Two is of 1 hour 45 minutes duration.

The marks for each O Level paper will be divided between three assessment objectives:

- Knowledge and understanding
- Interpretation and application
- Analysis and evaluation

The marks for both papers will be divided between the assessment objectives on the following basis: knowledge and understanding – 40%; interpretation and application – 30%; analysis and evaluation – 30%. Success in the examination will depend heavily on the ability of the candidate to demonstrate the skills identified in the three assessment objectives. An effective teaching strategy will therefore include provision for teaching and supporting the development of these skills among the candidates individually and as a study group. Teachers and Centres will identify their own schemes of best practice to suit their particular circumstances and candidate requirements. The following recommendations are intended as a modest contribution to the process of formulating an appropriate teaching strategy that each Centre will approach in its own way, and they are not necessarily the only or most effective way of helping candidates to achieve success in the examination.

Study Skills

Where candidates under-perform in the O Level examination, there are two main reasons. First, some candidates demonstrate little or no knowledge of appropriate sociological evidence and ideas. There seems to be an assumption on the part of these candidates that the examination questions can be answered successfully by recounting personal experiences and viewpoints rather than referring to relevant academic material. Such an approach inevitably results in failure. Candidates who lack an appropriate knowledge-base for the subject should be discouraged from sitting the examination.

The second reason why some candidates under-perform in the examination is not because they lack sociological knowledge, but rather because they have difficulty in applying their knowledge appropriately to the questions set. To accumulate marks in the examination it is necessary to demonstrate the skills of describing, explaining, interpreting, and evaluating appropriate sociological evidence and ideas. These skills are in some ways more intellectually demanding than the relatively simple process of absorbing and reproducing knowledge about a subject. They depend upon other underlying skills such as judgement, insight, reasoning, logic, and command of language. Nevertheless, much can be achieved through the use of carefully selected teaching strategies to stimulate and hone the required intellectual qualities in the candidate.

Teachers may find it helpful at the beginning of a course to establish in each candidate's mind the idea that he/she is embarking on a process of learning new skills for which he/she must take some responsibility. The candidate should not assume that all the requirements for success in the examination can be acquired simply by attending classes, following the instructions of the teacher, and reading the course textbooks and other relevant materials. Teachers should emphasise that the skills have to be understood and practised by the candidates. Draw the parallel with disciplines such as music, dance and professional sport, where proficiency is developed primarily through a self-disciplined approach and the student's diligent application and interpretation of the knowledge that is acquired from teachers and coaching manuals. Help the candidates to understand that success in the examination is similar to a star performance where skills that have been practised extensively beforehand are displayed with craft and style and agility of mind. Discourage the assumption that examinations at this level are essentially a memory test where success depends solely on the ability to reproduce, indiscriminately and almost verbatim, swathes of knowledge gleaned from the recommended textbooks. Candidates should be reminded that it is the ability to shape and apply appropriate knowledge that is all-important in achieving examination success. Knowledge itself is of little value if it is poorly applied or used uncritically and unimaginatively in answering a question.

It is recommended that each candidate has access to a copy of at least one recognised textbook for the specification. The syllabus document includes a list of recommended textbooks. However, candidates should be discouraged from viewing textbooks and any other authoritative source materials as simply a body of knowledge to be absorbed mechanically and reproduced rigidly in answering examination questions. It is preferable to regard the knowledge in textbooks as a resource or tool that the candidate must become skilled in using in order to master the subject. An active rather than a passive approach to studying sociology is therefore to be recommended.

Reminding candidates at regular intervals throughout the course of the importance of a skills-based approach to preparing for the examination is an important teaching tactic. Finding different ways of communicating this message will be a rewarding challenge for teaching staff and a marker of their success in encouraging an active and rigorous approach to learning amongst the candidates. Teachers who have studied the assessment objectives and thought carefully about associated study skills they require, will be well prepared for the crucial task of making their candidates aware of the various dimensions of the skills they will be expected to demonstrate in the examination.

Teaching Strategy

Knowledge of a subject is the foundation for learning and the basis on which candidates can progress to developing other skills, such as the ability to analyse and evaluate arguments and ideas. Some teaching time must therefore be devoted to communicating knowledge about the subject to the candidates. However, an effective teaching strategy will also include provision for developing and testing appropriate study skills. In particular, candidates should be encouraged to practise techniques for answering examination questions and the skills of explaining and assessing sociological evidence and ideas.

Possibly about one third of the available teaching time should be devoted to practising study skills with the candidates. It is envisaged that knowledge-based learning will occupy the remaining teaching time. Activities and projects designed to improve study skills might also be included in the work that candidates are required to complete in their own time e.g. homework. Practising study skills should begin early in the teaching course and continue on a regular basis – at least once a week – until the examination. The teacher may wish to work with each candidate to agree a personal study programme that includes goals to be reached in terms of developing appropriate skills. Regular assessment of the candidate's progress and feedback from the teacher on what has been achieved so far and how further improvement might be made should be key features of the teaching strategy.

Teachers may find it helpful in planning a skills-based study programme to begin by reflecting on the qualities that the candidate will be required to demonstrate in order to achieve success in the examination. Make a list of these qualities or skills and then devise activities and study exercises that will help the candidates practise the necessary skills. For example, composing outlines for answering past examination questions might be identified as an appropriate activity for developing the skills of interpreting questions and writing coherent and well-structured answers. Another relevant activity might involve the candidates working in pairs to identify arguments for and against a particular sociological statement or proposition. Working on these activities under the pressure of a time limit might be helpful in preparing the candidates to cope with the time constraints they will encounter in the examination. Other activities might be devised to help candidates understand what is involved in formulating clear and convincing arguments and reaching balanced and logical conclusions when responding to examination questions.

Enthusiastic and skilful teachers will be able to identify a range of appropriate activities and study exercises that are ideal for the kind of skills-based learning that is essential for success in the examination. Designing an effective assessment scheme for monitoring each candidate's progress in acquiring the relevant skills is another task that committed teachers will relish. A key goal for teachers might be to ensure that each of their candidates enters the examination confident in his or her ability to demonstrate not only knowledge and understanding of the subject, but also the critical skills of explanation, interpretation, application, and evaluation. By achieving this goal, teachers can be assured that candidates will have the best possible opportunity of fulfilling their potential in the examination. Teachers should also take careful note of the Principal Examiners' reports which are published after each examination and which provide essential feedback to teachers.

QUESTIONS AND RESPONSES

2251, Paper 1 (June 2006)

Question 1

- (a) *In sociological research, what is meant by the following terms:-*
- (i) *Secondary data* [2]
 - (ii) *Qualitative data* [2]
 - (iii) *Interpretive sociologists* [2]
- (b) *Suggest **two** reasons why official statistics may contain bias.* [4]
- (c) *Describe **two** problems that might arise when seeking to use historical documents in sociological research.* [4]
- (d) *Describe **two** advantages of using secondary data in sociological research.* [4]
- (e) *Describe **one** advantage and **one** disadvantage of content analysis.* [4]
- (f) *Identify and explain **two** advantages and **two** disadvantages of quantitative research.* [8]

General Comments

A good answer to the various parts to this question will show a clear understanding of the terms in question and have a clear understanding of the issues surrounding bias in official statistics and be aware of the difficulties of using historical documents. In part (e) answers that were awarded high marks tended to make four distinct points: two advantages and two disadvantages with some form of development.

Individual Candidate's Responses

Candidate A

- (a) (i) For secondary data sociologists mean researches that already exist.
- (ii) Qualitative data is in descriptive or words form.
- (iii) Interpretive sociologists for their researches use usually qualitative data, they just give an hypothesis of what may the result could be.
- (b) Official statistics are collected from the government and other official people but, they don't say to us the whole story. For example, if between 2003-2004 the crime statistics are increased, they can't tell us of how much because in that way the population may think that there's something wrong in police forces and government. Secondly official statistics can't tell us how a divorced or a poor person may feel, for example. In 1960s in Italy increased the level of poverty but, in the official statistics they showed to the population that increased just of 0.03%. In this way people can't understand if the society is going up or down. And not all official statistics are presented to the public.
- (c) Historical documents don't reflect always the truth, because people may had lied when were writing them. For example, in autobiography the person may consider more important the appearance than say the truth. And some of them, may rely on memory. This mean that the person may forget about something really important or may add something that didn't exist at all.
- (d) Secondary data is a source of information that already exist. This mean that there is just the need to check if is valid and reliable. The researcher may just ask few questions about what he wants to find

out and see if reflect what he found before. And after to check if is reliable or no give the same questionnaire, for example, to another researcher and see if he will get the same results. It's easy to check for reliability about closed questions (yes/no). Opened questions are really difficult to find out what happened in that period of time; it's quite difficult to find the same person who give the same answer but is also quite difficult to see if the same person after long time has changed idea or no. In official statistics not only a person has the result, this mean that is easily comparable with other official statistics.

- (e) People sometimes are enfatueted from mass media and what they show. For example, if we watch love films we'll see that it's easy to love and accept all the problems that a couple can have but, isn't life that. Is for this that may be lots of people have a wrong view about marriage & love. And is for this also that lots of divorces are occurring. In this way it's quite difficult to understand what a person really think. As well as we know, television is always present in our lives. A girl/teenager is obligated to wear that type of jeans or make-up if she wants that boys fell in love with her; but I really think that is the wrong view. And for sociologists is much more difficult to understand how a person behave or no. In the other hand, television show to us how life is really hard. Nowadays, we just see violence and terrorism. Maybe is giving thanks to television that we really understand what's going on all around the world. Now sociologists can use content analysis, because people react in a spontaneous way to what they see and don't think with the brain of the director.
- (f) Quantitative data is in the forms of numbers and results are given in pie charts or statistics. Usually is produced from the results of questionnaires; and is basically a list of closed question. Because, as well as we know, open questions are quite difficult to put under statistics. In open questions everyone give his/her opinion, but in closed questions they've just to answer yes/no even if they don't mean both of them. Quantitative research don't show us what people really think but, are easily reliable because can be checked all the time we want from another researcher. Usually people don't take seriously questionnaire, this mean that quantitative researches may not be valid. But are easy to show to people the result of researches and are easily understanding. And plus, questionnaire are cheaper than any other form of method to find out informations, and questionnaire can be sendes in huge quantity all around the country. But, the problem if is they come back with the truth answers.

Candidate B

- (a) (i) Secondary data – data used by sociologists which is sourced from other people & organisations e.g. government statistics.
 - (ii) Qualitative data – Data gathered by way of interviews, observations, participation etc. and used by subjectivist type sociologists.
 - (iii) Interpretative Sociologist – Similar to subjectivist sociologists, they prefer to use Qualitative data and more interaction with their subjects, use participation or observation type methods of data gathering.
- (b) Official statistics are usually government sponsored and so in order to present the data in a “good light” the result may be biased to reduce or increase the publics perception of the results e.g. crime figures may have a bias to show that crime is falling but it may be the way the crime figures are collected that influence the figures – reported or recorded crime.
Bias may also be used for political gain in other ways e.g. hospital waiting lists to show that the government are doing a good job.
Bias may also be used to difuse potential problems. for example immigration or asylum figures may be biased to show that the problem is really not that bad contrary to public opinion or media hype.
- (c) Historical figures may be inaccurate as the technology was not available to validate the figures for example we know fairly accurately how many cars are on our roads today, but 60 years ago there were perhaps no real records held.

Historical figures may also be interpretted differently to how we interpret figures today. So when comparisons are drawn, the results are misleading. Crime figures calculated in the 1950's will be different to how they are calculated today for example.

- (d) Secondary data has the advantage that the results & figures are immediately available for use, there is no waiting for questionnaires to be returned or surveys to be conducted as the work has already been done.

Secondary data has often been collated by big organisations or governments who have the money & resources to conduct large scale information gathering and so the sample size and therefore accuracy & reliability should be good.

- (e) Content analysis allows for easy comparison of results. The figures are easily interpreted and can be represented visually with ease, e.g. Pie charts & graphs, bar charts etc.

Content analysis can be open to interpretation, the way in which one individual perceives an answer or result may not be the same as the next individual and so discrepancies can arise.

- (f) Quantitative research is favoured by positivist sociologists who prefer a scientific approach, using empirical evidence, experiments & questionnaires etc. for data gathering. An advantage of this is that a wider audience (sample cross section) can be used for gathering data. A larger sample size Should give greater accuracy in results. This type of research allows for better graphical representation.

A further advantage would be the reliability and validity of the data, the research results are generally laid down in definitive terms for example a questionnaire may require a “yes” or “no” answer, this leaves no interpretation requirement and so provides a consistency in the research.

A disadvantage could be in the rigidity of the questions i.e. an answer to a question may not be as simple as “yes” or “no” and so the depth and knowledge is not brought out as well as it would be using a qualitative approach.

A further disadvantage could be the lack of “feel” for the subject area. There is no scope to delve deeper into the research. With certain types of quantitative data gathering, the respondent may not fully understand the question being asked of them and so may be interpreted wrongly whereas a qualitative technique such as a survey, the question could be better explained and a more thorough answer obtained.

Examiner's Comments

Candidate A

- (a) (i) The candidate's response shows some understanding of secondary data, but does not sufficiently develop the point to gain the 2 marks. **Total marks: 1**
- (ii) Similarly, in the second part there is some understanding of qualitative data, but to gain a second mark reference needed to have been made to the study of people's feelings and perceptions. **Total marks: 1**
- (iii) The candidate again shows limited understanding of the term, but no reference is made to sociologists who seek to understand social actors' viewpoints. **Total marks: 1**
- (b) The answer shows some understanding of the way official statistics can be manipulated in the first part of the answer and provides an adequate example. The candidate therefore gains the marks for the first reason. In the second part of the response the candidate confuses bias with the weaknesses of quantitative research and fails to gain marks. Some reference to the way poverty might be defined by the authorities would have achieved further marks. **Total marks: 2**
- (c) The candidate achieves 2 marks for the first part of the answer. She shows an awareness of bias, though it is not expressed in a very sophisticated manner. The second part of the answer makes reference to the selective and fragmentary nature of historical documents, but fails to provide a supporting example, so achieves 1 mark for the second part. **Total marks: 3**
- (d) The answer shows an understanding of the nature of secondary data and has some understanding of reliability. However, the answer tails off and tends to discuss the advantages of quantitative data collection. The candidate has lacked focus and has partially identified one advantage. **Total marks: 1**

- (e) The candidate appears to have little understanding of content analysis and discusses the importance of the mass media. **No marks** were awarded for this answer.
- (f) The candidate appears to have an understanding the nature of quantitative research, but tends to mix advantages and disadvantages together. It would have been far more beneficial to outline 4 separate ideas in 4 different paragraphs. However, there is some understanding of reliability and the relative inexpense of quantitative research, though the candidate would have been rewarded for comparing the point about cost to other methods. Therefore, the candidate achieves 2 out of the possible 4 marks on offer for the advantages. The second part of the answer lacks focus on disadvantages and it is given 1 mark for the final comment about 'true' answers. Here the benefit of the doubt was given because the candidate appears to miss out the negative. **Total marks: 3**

Total for the question: 12/30

Candidate B

- (a) (i) This is a short, though clear, definition and gains the second mark because it provides a suitable example. **Total marks: 2**
- (ii) The answer focuses on a number of methods associated with collection of qualitative data and makes reference to subjective sociologists. Although the candidate does not explain the term, he is given the benefit of the doubt. The candidate appears to understand the methods required to collect qualitative data and has an understanding of the type of sociologists who use such methods and therefore gains full marks. **Total marks: 2**
- (iii) Once again the answer demonstrates an understanding of interpretive sociology by referring to the collection of qualitative data and their interest in studying interaction. **Total marks: 2**
- (b) The first part of the answer deals with the issue of data collection and gains credit for the use of a specific example. In this case the crime statistics and hospital waiting lists. The point could have been made a little clearer, but the candidate shows awareness of the issue and gains the 2 marks available. The second issue identified focuses on political interference and provides examples of health waiting lists and immigration and gains the available marks. **Total marks: 4**
- (c) The candidate identifies the potential inaccuracy of historical records and the inability to verify their accuracy. An example is used to support the point made. The second part of the answer concentrates on problems of interpretation of historical data and an example to illustrate the point is offered. The example is not particularly well explained, but is worth the two available marks. **Total marks: 4**
- (d) The answer provides two clear advantages: availability of data and reliability. The first advantage is clearly expressed and gains full marks. The second point implies that the secondary data produces data that would be very difficult for the individual researcher to produce themselves. This point could be further developed but there is sufficient detail in the answer to gain maximum marks. **Total marks: 4**
- (e) The answer makes two clear points with some development. The candidate shows an understanding of content analysis and makes the point about the ability to compare results. The problem of interpretation is highlighted as the disadvantage and there is some attempt to provide an explanation. **Total marks: 4**
- (f) Two advantages of quantitative data are identified: representativeness and reliability. The first point is well explained. The second advantage is not particularly well developed, but the candidate does show an understanding that quantitative data can be categorised because of the closed nature of its questions, so credit is given to both advantages. Two disadvantages are outlined: lack of depth of the answers and the lack of flexibility in the quantitative approach. The points made are not very sophisticated, but the candidate clearly understands the differences between quantitative and qualitative data collection and is rewarded accordingly. **Total marks: 8**

Total marks for the question: 30/30

Question 2

- (a) *What is the sociological term that describes how people learn their roles in society?* [2]
- (b) *Describe **two** roles that a person may perform in society.* [4]
- (c) *Why is social learning a life-long process?* [6]
- (d) *Why are interactions with other human beings so important for people in learning how to behave in society?* [8]

General Comments

A good answer to the various parts of this question will show a clear understanding of the roles people play, the process of socialisation and the various agents that affect the individual's development. High level answers will show an understanding of interaction in the process of socialisation in part (d).

Individual Candidate's Responses

Candidate A (only)

- (a) The sociological term that refers to the way that people learn their roles in society is socialisation. This includes learning how to behave, dress, speak, and learning ones culture. It occurs in two stages primary and secondary, and has various agencies family, school, media, etc.
- (b) Two roles that a person may perform in society may be as a parent and as a job holder. In some cases, people who are parents and work as well face role conflicts. Also, many women may carry a "double burden" because they work and are expected to be mothers and housewives.
- (c) Social learning is a life-long process for several reasons. People are constantly changing and growing, and are therefore constantly learning. As babies and infants children begin to learn the proper behaviour expected of them, and as they begin attending school they learn about rules and skills needed to succeed. As they advance they learn more about punishment and interacting with people around them. As they become adults they learn about laws and their responsibilities, and their personalities as individuals grow. Even in old age, people learn about themselves and their culture, because culture is ever evolving and changing. Also, changes in laws and technology cause people to continue learning throughout their lives.
- (d) Interactions with other human beings are extremely important for people in learning how to behave in society. Interactions with others help people learn how to behave because they are constantly observing those around them. Also, being with people who share the same culture provides people with others who follow the same norms and maintain the same values. This creates a feeling of belonging, and reduces the chances of chaos. Other people who behave in certain ways will influence how those interacting with them behave, which teaches them; they learn from one another. Also, interacting with other people will make people feel as though they belong, which helps both the individual and society by providing comfort and conformity, both which help society function successfully. Finally, interacting with others helps people in learning how to behave because it develops their skills to work with and get to know people, which helps them work in society productively and to develop a sense of self identity. Without interactions with other human beings, there would be a hole in socialisation and chaos and people would feel unaccepted. This is evident in cases such as the nature vs nurture debate, which argues whether people need people to grow up and act like people. The nature side argues that it is DNA that determines how a person will act. However, the nurture debate has proven that interactions with other people are necessary to advance. If people were not in contact with people, we would not be where we are today. People would not advance if interaction with others was not necessary, people need socialisation. This has been proven in cases such as the pup boy and wolf girls, cases in which children were raised by animals, and when they were discovered were found to have no social skills or idea of how to behave in society. Also, if people did not need to interact with others then humanity would stand still. These arguments prove why interactions with other human beings are so important for people in learning how to behave in society.

Examiner's Comments

Candidate A (only)

- (a) The answer identifies *socialisation*. **Total marks: 2**
- (b) The answer identifies two roles: parent and jobholder and there is an attempt at some form of development. The role of parent is clearly developed and the candidate, though not clearly developing the role of paid worker, has a clear understanding of role conflict. **Total marks: 4**
- (c) The answer examines a number of ways that individuals undergo social learning: the role of the family is implicitly discussed. There is an attempt to discuss the role of school and how the individual learns about the law. Finally, there is an understanding that culture is dynamic and the process of socialisation continues throughout the life course. The answer was well focused and supported by relevant examples. **Total marks: 5**
- (d) This is a wide-ranging response that discusses a range of relevant factors. The answer discusses the importance of socialisation in creating effective citizens. It also goes on to make brief reference to the importance of inheritance and effectively discounts this view by a discussion of feral children as examples. Perhaps the answer could have examined various agents of socialisation more specifically, but the response is well focused and uses references to relevant evidence effectively. A clear level 3 response. **Total marks: 8**

Total marks for the question: 19/20

Question 3

- (a) *What is meant by formal social control?* [2]
- (b) *Describe two examples of informal social control.* [4]
- (c) *How are formal social controls enforced?* [6]
- (d) *To what extent does social control serve the interests of the most powerful groups in society?* [8]

General Comments

In order to achieve marks for question 3 it was important that candidates had a clear understanding of the term social control and were aware of both formal and informal means of control. They also needed to show an understanding of how the mechanism of formal social control operates in society. Finally, to achieve high marks, they had to demonstrate a theoretical understanding of the debate regarding the way social control is enforced.

Individual Candidate's Responses

Candidate A

- (a) Formal social control refers to the official and recognised way of keeping order in society by making people follow rules/norms/laws. Agencies of formal social control include the government and police.
- (b) Two examples of informal social control would include school (figures of authority, rules) and family. Schools implement rules and have established figures of authority that make people follow them by punishing those who don't. Family is an agency of informal social control because parents can punish children. This may happen if they are disrespectful or break curfew, for example.
- (c) Formal social controls are usually enforced through official law-keeping bodies and, of course, laws. These agencies may include the police, who enforce laws on a small scale by issuing tickets or

carrying out arrests, courts that try criminals, and prisons. Formal social controls are enforced by preserving the law and functioning on a system of rewards and punishments. Punishments may include fines, jail time, or even death.

- (d) Social control serves the interests of the most powerful groups in society to a certain extent. This is what Marx argued; that social control was in favour of the rich and powerful and that it stopped the proletariat from staging a revolution.
- Social control does serve the most powerful in a few ways. It keeps the less powerful under control, offering conformity and peace. It also keeps the less fortunate from stopping exploitation, and is easily influenced by those with power, often turning it in their favour. Also, those with power usually hold higher statuses and are more involved with the law and have more say in the social control.
- However, it may be argued that social control is in everyone's favour, and sometimes even less so in the favour of the more powerful social control, in theory, is meant to stop inequality and punish those who deserve it. When looked at this way social control serves the interests of society as a whole because it treats everyone equally. Without social control, society as a whole would be faced with chaos and outcasts, people would not conform. Social control is meant to rid society of those who break the norms and laws, in which case it should favour everyone as a whole. The less powerful groups in society should benefit because the social control will stop them from being exploited.
- In conclusion, social control only serves the interests of the most powerful groups in society to a certain extent.

Candidate B

- (a) Formal social control refers to the public, legal forms of controlling the behaviour of individuals in order to ensure conformity so that society continues with a minimum of conflict.
- (b) Informal social control is enforced using informal sanctions and role models.
- In the family for example children are controlled by parents and brought into conformity of their respective gender roles through role models. Girls are encouraged to imitate their mothers and perform household chores while boys are encouraged to copy their fathers and fix cars etc.
- The peer group uses informal sanctions such as ridicule or exclusion. If a boy for example wears a pink shirt he will be considered as behaving against his gender role as pink is not the colour for males. His peer group may initially laugh and make fun of him in order to make him revert to appropriate behaviour and wearing 'masculine' colours or they may ostracize him until he gives up wearing that pink shirt.
- (c) Formal social controls are enforced by the police, laws, courts, judges and to a lesser extent by the workplace and the educational system. Use is made of formal sanctions which may reward appropriate behaviour or punish those breaking the laws of society. Laws are institutional norms which have been given legal protection and codified. Individuals who break the laws are awarded more formal and draconian punishment such as fines, imprisonment in jails or even death sentences.
- Use is also made of formal sanctions which may be positive in order to publicly honour someone who has aided in maintaining the norms of society such as distribution of titles, or a pay rise in the workplace. Schools may also give formal sanctions to encourage appropriate behaviour such as exam success or the awarding of the office of prefect.
- Formal sanctions may also be negative to reinforce strict disapproval of certain actions such as awarding of detention for a student discovered smoking in school, being fired from a job for irregular attendance.
- Formal social controls tend to be weaker than informal controls which are based on internalised values and expectations. In simple societies formal social controls do not even exist. However, formal social controls are necessary for complex modern industrialised societies where informal methods of social control are either not applicable or are not sufficient to ensure that all individuals conform to the rules and norms of society most of the time.
- (d) There are disputing theories as regards the extent to which social control serves the interests of the most powerful groups in society. The Marxist approach stresses how the values and norms of society in general reflect the views of the dominant groups. Society tends to be a reflection of their interests with the various agencies of social control including the educational system, mass media and religion propagating views that what is good for the rich is good for everyone.
- Schools have been criticized by Marxists for having stripped the knowledge taught of anything that might cause the students to challenge or question the prevalent social order. Furthermore schools tend to reward conformity more, even more than academic achievement. This argument is used to prove that

the education system is simply producing workers for the owners of factories and means of production whose dominant interests are served by the social organization of society.

The mass media too are controlled by the powerful groups of society hence it tends to impart information which they want to be disclosed to society. Since the individuals in society are repeatedly told of the organisation of society in these terms where certain groups are rich while the rest work for a wage to make them richer, they believe it and are hence enveloped by false consciousness. Therefore the mass media influences views by supporting the status quo, that is the present social order and opposes any threat to it.

Religion is also one of the tools used by powerful groups to enforce their interests on the rest of society. It is an effective tool and described by Marx as the "the opium of the masses."

However, at the same time those influenced by the pluralist approach argue that in such a competitive world as today the education system and mass media would not survive unless it represented the interests of the majority. Hence society is not reflection of the dominant groups and as far as religion is considered the gradual process of secularisation has decreased the influence of religious beliefs and values on our actions.

Examiner's Comments

Candidate A

- (a) A clear definition of formal social control is given focusing on the police and the role of government. Perhaps mention of the law would have been more acceptable, but there is sufficient understanding evident in the answer to gain full marks. **Total marks: 2**
- (b) The answer gains marks for the comments related to the family. However, the remarks focusing on the school do not receive credit because the answer concentrates on *formal* sanctions. An opportunity was lost to discuss the informal nature of relationships with teachers which control a student's behaviour. **Total marks: 2**
- (c) The answer shows some understanding of the way the police enforce formal social control, but lacks any comment on the courts and criminal justice system which would have put it higher in the second mark band. The answer is a marginal level 2 response and is seen as limited. **Total marks: 4**
- (d) The answer makes a number of relevant points regarding Marxist theories of power, but it would have benefited from giving more specific examples of how the law may protect the interests of, for example, the propertied. The answer then goes on to counter-balance the discussion with the functionalist views of social order. The answer could have been a little more sophisticated and could have provided relevant examples of how social order creates stability for all, but the opportunity is missed. Thus, the answer focuses on the question but lacks development and supporting evidence. It is a high level 2 response. **Total marks: 6**

Total marks for the question: 14/20

Candidate B

- (a) The answer makes reference to 'legal forms of controlling behaviour' and therefore achieves full marks. **Total marks: 2**
- (b) The response provides two clear examples of informal social control: the family and the peer group and provides brief explanations. **Total marks: 4**
- (c) The answer provided a detailed account of how formal social control is enforced referring to: the police, law courts, punishments and went onto to discuss the formal controls within schools. The candidate provides an excellent comparison with more traditional societies. The range and depth of the answer ensures that it is a high level 2 response. **Total marks: 6**

- (d) This is an excellent answer which provides a detailed account of the Marxist theory of power and discusses the role of the media and school and religion in some detail. The Marxist account is effectively evaluated by discussing the pluralist view of social control and the essay comes to a balanced conclusion. The pluralist account could perhaps have been developed further, but clearly this is an outstanding level 3 answer. **Total marks: 8**

Total marks for the question: 20/20

Question 4

- (a) *What is meant by relative poverty?* [2]
- (b) *Describe **two** reasons why absolute poverty is rare in modern industrial societies.* [4]
- (c) *Which groups are likely to experience poverty in modern industrial societies?* [6]
- (d) *What social factors are most important in explaining the causes of poverty?* [8]

General Comments

A good answer to this question will have a clear understanding of the terms absolute and relative poverty. There will also be a need to understand the causes of poverty both structural and cultural and show an awareness of the groups that are likely to experience poverty.

Individual Candidate's Responses

Candidate A

- (a) It means that only a small number of people face the problem of poverty, it is not a major issue.
- (b) Modern industrialised societies have a good economy, they are able to provide well for its people and ensure that they eat and sleep well. There are also more middle and upper class jobs in such societies, people are able to earn enough money to support themselves.
- (c) Those people in the working class tend to face poverty in modern industrialised societies. They have very poorly paid jobs and do not earn enough to support themselves. Living in modernised societies will tend to increase their cost of living, hence, they are unable to live comfortably. People of the ethnic minorities are also likely to experience poverty. Due to racism and discrimination issues, these people are unable to achieve in society. Hence, they are deprived of life chances and face the same situation as the working class.
- (d) Social class is a factor explaining the cause of poverty. Those people in the working class are the main victims of poverty, they get paid very little and cannot afford to support themselves well. They also have little education which limits what kind of jobs they may have. Ethnicity is also a factor. With racial discriminations, the ethnic minorities are deprived of their chances to achieve. They are not given good jobs or have the privilege of better life chances. The uneven distribution of life chances also affect poverty. Some areas or groups of people will have better housing, food, health etc, others are deprived of these due to places they live or societies that they are in. This uneven distribution will only continue to get worse as the rich get richer and the poor get poorer. The lack of social mobility will also cause poverty, as these people are unable to move up the social ladder and achieve, they will be stuck in poverty for a long time.

Candidate B

- (a) Peter Townsend defined relative poverty as being in a position where one has sufficiently less money/income to engage in normal everyday activities it is “relative deprivation”, which means that one feels he has less resources when compared to others in the society that one measures himself against. It is measured by taking out the average income, and everyone whose income is below 50% - 80% of this income is “poor”.
- (b) Absolute poverty (which is defined as being unable to afford being sufficiently clothed, fed, and sheltered) is rare in modern industrial societies like America because of the development of the welfare state. The welfare state provides services like housing, employment benefits, child benefits, pension funds etc – to the people that need them and therefore maintains at least a basic standard of living and prevents people from dying of cold, starvation etc. It is maintained by tax-payers funds. Another reason why absolute poverty is rare is because in modern industrial societies like Britain many new jobs have opened up and thereby reduced unemployment and poverty. Wages have increased, and recruitment changes ensure that no one is held back because of handicap, gender, ethnicity etc.
- (c) Old people, women, handicapped people, lone-parents, ethnic minorities and those in unskilled manual work are more likely to be in poverty.
Old people are likely to be living on pension funds which are not that high and as a result they are likely to be poor. Their skills are no longer of use to employers as they have become old and therefore arguably less capable of performing tasks efficiently and they retire.
Handicapped people may have difficulty finding jobs and therefore be on state benefits that only allow them a basic standard of living.
Ethnic minorities, due to racism and social prejudice may find it more difficult to get employment and are likely to be poor.
Those in unskilled manual work have jobs that are usually very low paid, low status and insecure, and they may experience poverty as a result.
Lone parents are more likely to be poor as they have to manage child care and employment responsibilities simultaneously. They may, as a result, be in part-time jobs that are low paid and usually insecure.
Women are found to be more likely to experience poverty as they usually head lone-parent families, are in part-time jobs, have to take care of older and handicapped relatives, and are in lower-grade, and therefore lower paid jobs than men.
- (d) ‘Poverty Culture’, the poverty cycle, capitalism (or the Marxist approach, and the welfare state are blamed for poverty.
Some sociologists argue that a distinctive set of values and means are found among the poor, such as a dislike for those in authority, that they are still where they are, that those who are unemployed are simply unlucky. Less importance is given to education and individual hard work, and they ‘live for today’ - this makes sense as their future is uncertain, but some sociologists argue that this prevents them from planning ahead and working hard. They blame this culture for maintaining poverty.
Another cause of poverty is that the “poverty cycle” prevents the children of poor people from becoming well-off. Low-income households generally live in working-class neighbourhoods with substandard schools. The children may be absent because of disease or may be inattentive due to lack of proper diet. This may be interpreted as laziness and slack attitude by the teachers. They may drop out of school early to provide income for the household, or be unable to do their homework due to part-time employment. Educational attainment is affected by lack of books and motivation/support at home and ‘restricted language code’. They may not have money to go for higher studies. Their employment opportunities will therefore be restricted and low paid and when they get married and have children, they will be poor also. This is known as the poverty trap that they are unable to step out of.
The welfare state is blamed for providing too low benefits for any improvement in lifestyle, and even for discouraging people to work hard and making them dependent on benefits.
Marxists blame capitalism for poverty. They argue that the tax system has failed to redistribute money fairly to the poor, and as long as the bourgeoisie retain their wealth and resources, inequality and poverty will exist. Without making the bourgeoisie worse off, the poor can not be made better-off and a revolution is required to eliminate poverty.
Feminists argue that more females are in poverty because they are socialised into a subservient role, given less power and regarded as made to do housework. Family and home responsibilities prevent them from advancing in their careers and becoming rich.
These are the different social explanations for poverty.

Examiner's Comments

Candidate A

- (a) The candidate appears to lack a clear understanding of the term. To gain marks the response needed to have some notion that relative poverty is culturally defined and relates to what is required for basic living standards. **Total marks: 0**
- (b) The answer makes a relevant point regarding the wealth of industrial societies, but reference to the welfare services provided by such states would have improved the answer. The second point addresses the issue of well paid work, but this also lacks development. The candidate could have referred to the availability of relatively well paid work which reduces the level of absolute poverty. So the answer provides two reasons but does not fully explain them. **Total marks: 2**
- (c) The candidate identifies two groups: the low paid and ethnic minorities and provides a reasonable explanation of the reasons for their condition. However, the answer is limited in scope and needed to have discussed further groups such as lone parents, the elderly etc to make this response a level 2 answer. **Total marks: 3**
- (d) The response identifies and explains a number of factors. The issues of low pay, discrimination, the uneven distribution of life chances and the lack of social mobility are discussed in some detail. This is quite a wide-ranging response, but the candidate misses the opportunity to discuss each factor in more detail. For example, when discussing discrimination there is no attempt to provide any evidence of this occurring. Furthermore, when the candidate discusses the relative lack of life chances an opportunity was missed to discuss the importance of education in providing ladders out of poverty. However, the answer is clearly a strong level 2 response as it has considerable scope. **Total marks: 6**

Total marks for the question: 11/20

Candidate B

- (a) This is an excellent response that shows a clear understanding of the term. **Total marks: 2**
- (b) The answer identifies two reasons and provides a detailed development of both. The welfare state provided in developed societies is discussed and the candidate shows an understanding of the ability of industrial societies to generate well paid work opportunities. **Total marks: 4**
- (c) The candidate provides a very detailed account of groups who are likely to experience poverty. The elderly are discussed as a potential group who experience poverty because of inadequate pensions and discrimination against them in the workplace. The handicapped and ethnic minorities are discussed in terms of discrimination. Finally, the position of lone parents is outlined. This is clearly an excellent level 2 response. **Total marks: 6**
- (d) This is a sophisticated response that examines a number of issues. Firstly, cultural explanations of poverty are outlined and there appears to be a clear understanding of the values that may lead to poverty. Secondly, the answer discusses the cycle of deprivation effectively, emphasising the importance of education in providing improved opportunities for the poor. The answer concludes by providing sound Marxist and feminist accounts of poverty. Thus, the answer has a strong theoretical content, is conceptually sound and wide-ranging. It is clearly a level 3 response. **Total marks: 8**

Total marks for the question: 20/20

Question 5

- (a) *What is meant by the term life chances?* [2]
- (b) *Describe **two** ways in which a person may achieve upward social mobility.* [4]
- (c) *What problems are there in measuring social mobility?* [6]
- (d) *To what extent do class barriers still exist in modern industrial societies?* [8]

General Comments

A good answer to this question will demonstrate an understanding of social mobility, the difficulties of measuring mobility and the extent it has taken place in society. In part (d) the candidate was required to debate the issues of the existence of class barriers, providing evidence for and against the continued importance of class.

Individual Candidate's Responses

Candidate A

- (a) The term life chances refers to our chances throughout life. For example our life chance of being a high class business woman is lower if the woman is black than if she is white and the white woman's chances to do so are also lower than if it is a man.
- (b) A lucky working class man can win the lottery and not have to work never again. He has automatically achieved many class positions upward.

Another man, who works really hard and achieves over the years higher positions in the company he works for. By effort.

- (c) The problems are that, 1. its not easy to achieve a different status from day to another. 2. The research would have to be constantly 'in action' getting data because it might not be easy to achieve a better or worse status but many people in a society and they can move up and down. Social mobility changes very fast.
- (d) To a very big extent. class barriers are still and have always been very big. People like to differentiate from other people specially if they know that they're status is higher than from others. Class barriers always existed and they still do now. In modern industrial societies pretty much everything is available (materials, big houses, expensive clothes) and most of the times it is easy to see who comes from an upper class and who comes from a lower class. It's also true that it is easy to recognise this because they have better life chances over all.

Candidate B

- (a) The term 'life chances' refer to the ability of achieving all those things considered desirable by society and avoiding all those things considered undesirable. For example educational success and good health.
- (b) A person is able to achieve upward social mobility in a number of ways. For example through hard work, goals and aspirations people can achieve upward mobility. This can be seen by the contrasting middle and working class value. Middle class have values that encourage hardwork and parents are seen to be more supportive of their children. Working class values are however different and there appears to be lack of interest and demotivation. Gender is also very significant in upward mobility. Women can achieve upward mobility by marriage her class is judged by her husbands occupation.
- (c) There exists a range of problems in measuring social mobility as like class categories exist in evaluating social mobility. The owners are excluded from measuring social mobility and therefore the results are

not truly representative of society. Housewives and the unemployed are also generally excluded from measurements. Most measurements of social mobility have their evaluation on the occupation of the husband. While this is a rather sexist and blatantly outdated view it is also incorrect. This is because there has been a very significant increase in the number of women working this century. These measurements also do not take to account dual earning couples. This could mean that their social class is very different from that measured as their standard of living will be noticeably higher. Due to the broad and generalised groups in which occupations are categorized there appear to be problems. For example a teacher from a wealthy family who receive regular financial help from her family is in a very different position from a working class teacher. Social mobility measures fail to take these issues into account.

- (d) Although there seems to exist a general view that social mobility has increased greatly in modern industrial societies, it cannot be ignored that class barriers still exist. In a survey carried out by a group of sociologists comparing the social mobility existing between two distinct set of years, it was seen that the chances of upward social mobility have greatly increased with 25% of the service class composed of the working class children. However, despite the fact that mobility has increased due to changing economic and technical structure of the economy, it is still felt that the relative chances of children achieving social mobility are greatly increased by the class into which they are born. For example upper and middle class children will still have greater chances of remaining in their existing class due to the 'self requirement' that takes place and due to inheritance. This, although Britain has indeed become a more open society it cannot be denied that the best and most successful way of achieving mobility is through being born into such a family. It is also noted that class barriers continue to exist and it is very seldom that people are able to break such barriers. Even though those who claim to have entered the middle class are sadly mistaken in the view of sociologists. They feel that the only reason for the increase in the middle class is due to the change in the structure of the economy. This has resulted in less manual jobs, and therefore more involved in clerical jobs. They further let it be known that in reality no mobility has taken place in actual fact.

Examiner's Comments

Candidate A

- (a) The answer provides a short definition but it is not well developed. The candidate could have made reference to opportunities to achieve desirable outcomes such as a well paid career etc. However a relevant example is included so this gains marks. **Total Marks: 2**
- (b) The candidate identifies two ways clearly: good fortune and the achievement of work promotion and provides some explanation. **Total marks: 4**
- (c) This appears to be a confused answer which lacks a direct focus on the question. Implicit in the answer appears to be the notion that researchers can only provide a snapshot of mobility trends and fail to examine mobility over time. However, the answer is poorly expressed and is clearly a level 1 answer. **Total marks: 1**
- (d) The answer refers briefly to the notion that status remains important and that people from differing social classes experience different life chances. These are relevant points but are not developed. The candidate to score highly could have looked at the educational and work experiences of individuals from different class backgrounds. A sophisticated answer may have gone on to discuss health and leisure issues etc. The response therefore is very limited and is deemed a good level 1 answer. **Total marks: 3**

Total marks for the question: 10/20

Candidate B

- (a) A very clear definition is provided and a good supporting example is included. **Total marks: 2**
- (b) The answer identifies two ways an individuals can experience upward mobility: hard work and marriage and supports both points adequately. **Total marks: 4**

- (c) The answer focuses on a number of relevant points. Employers, the unemployed and housewives are said to be excluded from mobility studies. A very good point is made regarding dual income couples and their spending power which may not be reflected in mobility studies. A further example of the class background of an individual affecting their life chances is also given. This is not a perfect answer, but is a sound response. Perhaps some comment regarding the changing status of occupations over time could have been made and some reference to the problem of measuring an individual's life experience over their life course may have added to the response. However, this is a competent answer which receives maximum marks. **Total marks: 6**
- (d) The answer attempts to discuss the issue of class barriers by acknowledging that greater mobility appears to have occurred, but evaluates these claims by outlining the findings of some mobility studies which show that middle class children remain more likely to enter the middle classes than their working class counterparts. The answer then outlines the nature of lower middle class jobs making the point that such economic changes have brought about these important developments. The answer could have focused more on the educational and employment barriers to mobility, but the response is well focused and makes reference to relevant evidence. Therefore, it was adjudged a level 3 answer. **Total marks: 7**

Total marks for the question: 19/20

Question 6

- (a) *What is meant by the term representative democracy?* [2]
- (b) *Describe **two** examples of elite groups.* [4]
- (c) *Through what means may elite groups seek to maintain their power?* [6]
- (d) *How far is political power monopolised by elite groups in modern industrial societies?* [8]

General Comments

To achieve high marks on this question candidates needed to have an understanding of the terms: representative democracy and elite groups. They also needed to show knowledge of the ways such groups exert influence. Finally, they needed to evaluate the view that elite groups continue to dominate the political process, counterbalancing elite theory with pluralist views of government decision-making.

Individual Candidate's Responses

Candidate A

- (a) The term is normally used in political systems that have a democracy. This term is used referring to the Senators and Congressists that had been democratically elected and represent their party ideologies.
- (b) The first elite group can be for example the militar Junta of the Dictator Pinochet that rule from 1973 – 1990 in Chile. The second example of oligarchy can be in the Popular Republic of China where the “gong of far” used to rule the country affairs. for many time.
- (c) The elite groups try to maintain their power through several ways. The first one is the aim of maintaining the economic power. The 10% of the English population owns the 60% of the national wealth. By owning the economy the can manipulate politician to maintain certain policies that favor them. A second factor is owning most of the media. This is done with the aim of controlling the information for their own benefit so the people support their ideas and their policies in that way keeping them in power.
- (d) First of all I will say that in each case is different. There are some elite groups that have more power in some countries that other elite groups in other countries. I will say that the fact that 1 billion of person in the world had no food or health demonstrates that inequality is still enormous. Globalization has helped to extent that inequality. Multnationals have a big control of the economy in the third world countries.

Finally I think that no country has a meritocracy what reflects the inequality and the unequal chances that peep have.

Candidate B

- (a) Representative democracy is used to describe situations in which power held by the public is limited. Although people hold political power, it is not highly influential.
- (b) Media or press owners are one example of elite groups who hold political powers and can influence the process of decision making. Some pressure groups which are automatically consulted by the government are also said to be forming an elite group, in the sense that their decisions count and they can influence the political process.
- (c) Elite groups may undertake various methods in order to become elite groups in the first place. They may then continue to undergo such methods or campaigns in order to maintain their power. Such methods may include contacting the media directly, by writing to press editors or placing an advertisement in the press or even appearing on television. They may also start or join political parties or pressure groups as a way to have their policies adopted. They may further write to their members of parliament or local councillors, or even sponsor a political party financially. Such methods would allow elite groups to influence the political process and continue having their views heard.
- (d) Pluralist sociologists argue that a plurality or range of views and groups exist in society. Power is spread out among these groups and no single group dominates the political process. The role of the government is to act as a referee, instead of siding with one group over another. People from the public have political power in the sense that they can influence the political process through many ways, such as voting or joining pressure groups. The views of everyone in society counts. However, this is not considered by Marxists. Marxist sociologists argue that those in senior positions in the civil service, top judges and many army officers are drawn from a ruling elite. They are predominantly from high social and educational backgrounds sharing the experience of schools from the state sector and being graduates of Oxbridge universities. People who experienced the education of private sector and graduates of new 'red brick' universities are less likely to be in such positions and hold such power. On balance, no matter how democratic a society could be, inequalities in power will still exist and elite groups would still hold more power and have more influence on the decision making process than people from the public.

Examiner's Comments

Candidate A

- (a) The answer shows some understanding of the term and the idea of representation. **Total marks: 1**
- (b) The answer identifies two examples of elite groups with specific examples. **Total marks: 4**
- (c) The response identifies two relevant factors: economic power, and ownership of the media. These could be further explored by giving specific examples. Furthermore, a more developed response would perhaps discuss issues such coercion, and the denial of rights to opposition groups. Examples of these practices would have led to maximum marks. However, this answer shows an understanding of the means by which elites exert control and achieves a level 2 mark. **Total marks: 4**
- (d) This is a very limited response that makes an effective reference to globalisation. The answer lacks depth and breadth so is clearly a level 1 response. **Total marks: 3**

Total marks for the question: 12/20

Candidate B

- (a) The answer provides a vague definition of representative democracy. There is some notion of representation. **Total marks: 1**

- (b) Two examples of elite groups are given: media owners and 'insider' groups with some explanatory comment. **Total marks: 4**
- (c) There is some understanding of the process of influencing governments particularly focusing on influencing the media and sponsoring political parties, but the candidate demonstrates limited understanding seeing elites as being synonymous with pressure groups. The answer has some relevance and so achieves a level 2 mark. **Total marks: 4**
- (d) The response presents an effective discussion of pluralist and Marxist views of power. A number of relevant examples could be included, perhaps by providing specific examples to support the pluralist case. However, this is a well balanced answer that comes to a clear conclusion. A sound level 3 response. **Total marks: 7**

Total marks for the question: 16/20

Question 7

- (a) *What is meant by the term political socialisation?* [2]
- (b) *Describe **two** examples of how a person may acquire political views.* [4]
- (c) *What factors other than social class may influence voting behaviour?* [6]
- (d) *How far has the influence of class on voting behaviour declined in recent years?* [8]

General Comments

The key to a good answer is an understanding of political socialisation and how this is achieved. Candidates needed to have been familiar with the ways individuals develop their political views by means of the family, media etc. They also needed to demonstrate an understanding regarding the factors that influence voting behaviour and the apparent decline in class voting in recent years.

Individual Candidate's Responses

Candidate A

- (a) Political socialisation is the process of learning different political views and preferences.
- (b) 1 In school, political views are being taught by teachers
The habits of competing with each and behaving properly in the present of teachers might not seem political at the first sight, but they represent the core of our political system.
- 2 In Peer groups/Social class
Usually the people we mix with reinforce or weaken our political views. As social classes differ, the political views developed might vary.
- (c) 1 Geographical location
People's choice of political parties will differ according to the place as they hold is a different influence of in different locations.
- 2 Ethnic background
People from different ethnic background will have different political choice. This is mainly because each ethnic group believes in a particular party represents their interests in the parliament and will vote for them based on this explanation.
- 3 Party's image
A political parties image might be a decisive factor will influences the rate of their success, in an election. How a particular party represents itself to the electorate will help them voters to vote for them.

4 Leader's Image

The image of a particular leader in a party will also ease the confusion of the voters about whom to vote for. If the leader's image is sympathetic enough, the general public will vote for them.

- (d) Voting behaviour according to social class has declined significantly in our modern society. The reason for this sharp decline is due to the general public not being interested in the traditional social class difference which used to occur in the past. Since the recent years, people focus on the political parties which they think will represent the interest in the government. This reduces the influence of social class as being the the main factor in deciding which political party to vote for.

Candidate B

- (a) Socialisation is the process by which you acquire your society's norms and values. Political socialisation is the process by which you acquire your political veiws and ideas, your involmment in political life, the way vote and to whom you vote. Political socialisation occur through the agencies of socialisation like the family, workplace, media, religeon, etc.
- (b) A person acquires his political veiws mainly through family socialisation. When a boy grows in a working class family and sees his father taking part in the election and voting to the labour party, he will grow up believing that this is the best party and that he should always vote for that party. This is one way of acquiring political veiws. Another way is through the pressure groups. A person may conform and accept certain political veiws not because he like them or believes in them, but in order to be accepted by the group and not to be rejected.
- (c) The way you vote is affected by several factors other than the social class. The way you are socialized certainly affects your voting behaviour. If you were no emphasized on voting while you were a youth and while you had the ability to, you will probably grow up having no interest in political voting and you will not even care to vote. Your gender as well may affect your voting behaviour. Usually men used to vote more than women but nowadays, men and women vote equally. The party leaders and their rules will have a great effect on your voting behaviour. You may vote for a certain party because you believe in the party leader and his abilities and you also believe that his capable of doing what he promised. Not only this but the party image the way it is represented by the media will surely affect your voting behaviour and may even make you change your vote from one party to another. We must also not forget the ethnic background which will also influence your voting behaviour.
- (d) Social class used to have a great influence in the voting behaviour in the past. Working class would most probably vote for the labour party while the middle class would vote for the conservative party. However, the influence of class on voting behaviour has declined in the recent years. This maybe because the diffrence between social classes have become less clear and the gaps between them has narrowed. People nowadays are becoming more involved in their work and less interested in politics and political life. As the gap between the classes has decreased, now not necessirily all the working class should vote to the labour and not all the people of the middle class should vote to the conservatives.
However, the social class still have an influence, maybe little, on the voting behaviour of people. Still people will vote to the party which they see will help them to move to a better social class. Thus social class is seen as an influence on voting behaviour.

Examiner's Comments

Candidate A

- (a) The answer shows an understanding of the term and provides an adequate definition. **Total marks: 2**
- (b) The first point makes some reference indirectly to the 'hidden curriculum' and has some merit, but a more effective way of using school experiences would have been, for example, to discuss how political issues may be discussed in lessons. However, the candidate does show some understanding and gains 1 mark. The second way referred to peer groups and is well made, gaining the available marks. **Total marks: 3**

- (c) The candidate provides a range of factors which influence voting: location, ethnicity, party and leader images. The candidate needed to have provided specific examples to develop the points made. However, there is sufficient breadth to make this a good level 2 response. **Total marks: 5**
- (d) The candidate provides a very disappointing part (d) answer after a promising first three responses. Some reference is made to the decline in the class-based appeal of political parties, but the point made is vaguely expressed. Some implicit comment is made about voter self interest, but overall the answer lacks focus and supporting data and is therefore seen as a level 1 response. **Total marks: 2**

Total marks for the question: 12/20

Candidate B

- (a) The candidate provides an effective definition, making reference to a range of agencies that provide political socialisation. **Total marks: 2**
- (b) This is a good response that identifies the family and pressure groups as ways of acquiring political views. The first section is particularly effective showing how a working class family background may instil support for the Labour party. The second way is developed sufficiently to warrant full marks. **Total marks: 4**
- (c) The answer discusses a range of factors that influence voting behaviour: the importance of developing a political interest during early adulthood, gender, party images and ethnicity. A wide-ranging account and similar to the previous answer the candidate misses the opportunity to develop these points fully. However, a wide-ranging answer that is clearly a level 2 response. **Total marks: 5**
- (d) The candidate begins by outlining traditional class allegiances and goes onto providing an explanation of class differences. The candidate comments that differences may be less defined in recent years and consequently class voting has declined. This is a descriptive response but does make relevant points regarding the issues raised in the question. Some attempt is made to evaluate the arguments presented by discussing the continued existence of class voting. The candidate shows that they have some understanding of the issues involved with the question, but there is a lack of development. However, greater reference to the changes to the class structure and the development of more instrumental voting would have improved the answer. This is a response which shows some understanding of the central issues and does attempt some form of evaluation. Therefore it is seen as a level 2 response. **Total marks: 5**

Total marks for the question: 16/20

Question 1

- (a) *What is meant by the term unequal partners?* [2]
- (b) *Describe two factors that may have led men and women to share more tasks in the home today.* [4]
- (c) *To what extent do women still experience inequality in the home?* [6]
- (d) *What problems may women face in trying to achieve equal relationships with men in the family?* [8]

General Comments

A good answer to this question will show an awareness of the arguments and evidence about inequality in conjugal roles. Appropriate studies, such as those by Oakley and Young and Willmott, will be used to assess the extent to which sexual divisions within the family have been overcome. Candidates are also required to demonstrate an understanding of the problems that women may still face in seeking to achieve equal relationships with men in the home.

Individual Candidate's Responses

Candidate A

- (a) Unequal partners are those partners who face inequality in life maybe through jobs, in homes or even in laws and rules For Eg A married couple may face inequality in the division of domestic labour i.e. The wife may be spend more time in the home work and with the children while the man may spend less time in the household job and care of children.
- (b) There are several factors which have led to the equality of men and women today especially home tasks. Maybe one of the strongest factors is the feminist movement which has encouraged many women to reject the traditional work as a childcarer of a house wife and to go to work. As a result many ladies today go to work. This will force the husband to help her in the household tasks and in bringing up the children.
Another reason is that job patterns have changed. Unemployment between men has risen while more women are going to work. Thus when a man becomes unemployed he helps at the house work. The leisure activities as well has resulted in men spending more time at home.
- (c) Women still experience inequality in the home. When both, man and women are working, the women will still spend more time than the man at home and even do most of the house work. Feminist sees a husband who irons his trousers at a Sunday or washes the dishes every here and then as a good husband. They see no equality in division of labour between such partners at home. Moreover in many families the women donot share in descision making and have little access to the house's income. Thus it seen that there is no equality here.
However, the family nowadays is symmetrical and there is a division of labour more than in the past. Most women nowadays take part in descision making and in planning on how to spend the house income. Contraception methods have given the opportunity of family planning.
- (d) Women who are trying to acheive equal relationships with men in the family may face few problems. Firstly, the woman who is trying to be equal to a man may face social pressure i.e. pressure from the society. If the society sees women in their traditional roles as child carer or a house wife and the reject the idea of women going to work, it would be difficult for the woman to acheive more equality in the family and change her role.
Any trial from a woman to change her position, or be involved in decision making, or spending the house income, may be faced with violence and punishment. This will remove any thoughts of acheiving equal relationships with men from the woman's mind.
Any problems faced outside the house may be reflected in the family. For Eg If she applies for a job but it is rejected because the boss is sexist, then she will not be able to acheive neither a high status – in

order to change her position in the family – nor a job. As a result she will accept her traditional role in the family and will not try to change it.

Candidate B

- (a) The term unequal partners means that the two partners don't share the same thing. Having different function or tasks.
- (b) Both man and women work, the independence the women has over sharing tasks in the home.
- (c) Not very far because now the women goes to work as well as the man. Before women were told to be at home with the children while cleaning and cooking. There's still inequality between partners. There's always something that delines the equality between a man and a woman for example television shows a great deal of unequal partners, showing the man as the boss while the women as the secretary or a women's commercial cleaning, cooking. These inequality's are bias. These things shows the public and influence them into believing everything that they are told.
- (d) There's all sorts of problem, first of all they can be separated or even divorced. The man might not participate in trying to achieve equal relationship. When there's no possibility of having respect from your partner can force alot of difficulties around the household. The man might say to the women that her job is to stay home while he goes out to work.

Examiner's Comments

Candidate A

- (a) The candidate's response is poorly focused to start with, but then it makes good use of an appropriate example to show that the term 'unequal partners' is understood. **Total marks: 2**
- (b) In the first paragraph of the answer the candidate describes how the influence of feminism and the move among many women to reject the traditional housewife role may have led married couples to share more tasks in the home today. Two marks were awarded for this part of the answer. The second paragraph is less well expressed, but just gains two further marks for noting that male unemployment may be a factor that has led to more male involvement in child care and household tasks. **Total marks: 4**
- (c) The answer is well focused on the question and a good effort is made to offer a balanced response to the issues raised. The candidate briefly notes that inequality may still exist in the division of household chores and decision making, but then rightly considers the alternative viewpoint in mentioning the idea of the symmetrical family. Use of relevant evidence from studies to support the answer would have been one way that the candidate could have achieved full marks for this question. **Total marks: 5**
- (d) The candidate provides a thoughtful response that identifies a number of difficulties that women potentially face in seeking to achieve equality with men in the family. Each point is well explained and demonstrates good sociological understanding. Locating sexual inequality within the home in the wider social context is an impressive part of the answer. **Total marks: 7**

Total marks for the question: 18/20

Candidate B

- (a) The answer lacks sufficient clarity to gain full marks. However, the response does convey the notion that men and women perform different tasks in the home and so qualifies as a partial definition deserving a mark. **Total marks: 1**
- (b) Poorly expressed, but the answer gained some limited credit for seemingly noting that the involvement of women in paid employment may be a reason for the sharing of more tasks in the home today. **Total marks: 1**

- (c) A rather simplistic response, but it succeeds up to a point in conveying the notion that women still face some pressures to accept a subordinate role within the home. A better answer would have focused more clearly on the respects in which women may still experience inequality in the home and references to appropriate sociological studies would have been a useful addition to the answer. **Total marks: 2**
- (d) In this answer the point about lack of respect from a male partner is creditable. However, there is little else in the answer to reward. This is an example of where the candidate demonstrates little understanding of the requirements of the question. **Total marks: 1**

Total marks for the question: 5/20

Question 2

- (a) *What is meant by the term nuclear family?* [2]
- (b) *Describe two other types of family.* [4]
- (c) *What factors may have led to the decline of the nuclear family?* [6]
- (d) *To what extent is family life still important despite the decline of the nuclear family in modern industrial societies?* [8]

General Comments

Awareness of the different types of family unit is a basic requirement for achieving marks with this question. A good answer will also understand the different factors that can lead to the breakdown of the nuclear family. At the highest level, candidates will be able to assess effectively the importance of family life in industrial societies today.

Individual Candidate's Responses

Candidate A

- (a) Nuclear family, they are a type of family that consists two generation of family the parents and the children. The nuclear family do not have any connection to the wider kin unlike the Extended family.
- (b) There are many types of families; Firstly, the Extended family, which consists of 3 generations of family the grand parents, parents and the children. They have a wider connection in the kin unlike the nuclear family. Secondly, the loin-parent family is a type of family that consist of a parrent and his/her child. This is due to outside marriages divorces in the family.
- (c) Thier are several reasons that decline the nuclear families. Nuclear families in modern societies are mainly converted to Symetrical family. Firstly, the family will be more interested in achieving higher mobility the isolation of the family decreases in modern industries as each members tries to acheive higher mobility. Secondly, the increase in women's right has led to a change in the nuclear family because women are more likly to seek jobs ever since the new rule that has been made that women are allowed to work therefore the idea of staying home taking care of children had drop over the past years hence this will decrease the nuclear family. Finally, the increase in marital breakdown, since the law has been confirmed that women has the right to divorce therefore women can escape marraiges probably due to violents on the family such as sexual abuse therefore this decreases the nuclear families.
- (d) Family are still important because without families the society wont continue. The family plays one of the important roles in the society such as the socialisation, reproduction and economic. This are one of the main important of the family without this function the society will not continue. Firstly, the socialisation, it plays one of the most important roles in the family, this will help the identify the children genders in the society. Socialisation are mainly done by both husband and wifes this involves teaching the norms values and beleifs in the society. Secondly, Reproduction, every society needs to continue the family is the culturally approved unit where childrens are being reproduce in the family. Finally,

economic, the economic are mainly the money earned usually done more by the husband this is needed to satisfy the needs and wants of the family. However there are some criticism about the family in the modern industries. Firstly, the repression of women, they are more likely to take care of childrens in the family and house work. Secondly, violence in the family increases because the family is dominated by the men. In this case women are being abuse in the family, therefore goverment pass out laws which helps women to deal with this problem however the rate of divorce had increase because of the women rights in the society.

Candidate B

- (a) a nuclear family is the family consisted of two generation for eg: the parents and the children using the same facilities or living in the same households
- (b) one of the other types of the families is the extended family wich consist of family beyond the parent for eg uncle's cuzins and it consist of more than two generations reconstuted family is the family consist of a lone parrent reunited or married after death of the other parrent for eg: widdo hood as well divorced
- (c) there is many resons wich led to decline the nuclear family one of them is the negative sides of the family like the domestic voilence wich happen normaly in many countries for eg: husband slaping his wife or his son another kind of the negative side is seaing the parrent every day wich produce the indiviual to get paid up for eexample wich may cause divorce also stress
- (d) The family takes a very important place in the scociety specially in the modern industrial societies there job is to teach the other generation how to apply there skills they gain from the family wich they will learn by the process of sociolisation for example the person learns from his parents how to act like them or to do things like them there job is to give them the emotional support for example supporting there children when they need to or when they are mad as well as giving them a finantial support or paying for them giving them the facilities to use like the House and whatever

Examiner's Comments

Candidate A

- (a) The candidate defines the term accurately in the first sentence of the answer. **Total marks: 2**
- (b) The candidate correctly identifies and describes two other types of family i.e. the extended family and the one-parent family. **Total marks: 4**
- (c) It is not entirely clear how some parts of the answer relate to the question. Nevertheless, the candidate succeeds in identifying at least two sound reasons why the nuclear family is under pressure today. The first point relates to the growing isolation of individuals and the nuclear family unit from wider family support networks. The second point concerns the rise in the divorce rate. This is certainly not a high quality answer but it deserves slightly more than half marks. **Total marks: 4**
- (d) The candidate adopts a legitimate response to the question by describing what the functionalists claim are the main functions of the family. This part of the answer alone would have been worth at least four marks. But the candidate also notes that family life may not be quite so beneficial for some or all family members and this observation adds a valuable element of evaluation to the answer. **Total marks: 6**

Total marks for the question: 16/20

Candidate B

- (a) The candidate achieves one mark for noting that the nuclear family consists of two generations and a further mark is awarded for the reference to the family members living in the same residence or household. **Total marks: 2**
- (b) Maximum marks are awarded for identifying and describing two other types of family unit. **Total marks: 4**

- (c) Credit is given for the brief reference to divorce as a factor in the decline of the nuclear family, but there is little else to reward in the answer. **Total marks: 2**
- (d) The candidate identifies some of the supposed functions of the family as the basis for the answer. This gains a few marks, but it is a descriptive response. There needed to be an element of assessment to achieve higher marks. **Total marks: 3**

Total marks for the question: 11/20

Question 3

- (a) *What is meant by the term gender?* [2]
- (b) *Describe **two** reasons why boys used to outperform girls at school.* [4]
- (c) *In what ways may boys and girls be treated differently within the education system?* [6]
- (d) *Why are girls now achieving better examination results than boys in many subjects?* [8]

General Comments

Knowledge of trends in the performance of boys and girls in the education system is important for answering this question. Good answers will show awareness of the factors that influence differences in achievement along gender lines in schools and colleges. It is particularly important for this question to understand the reasons why girls are now achieving better examination results than boys in many subjects in modern industrial societies.

Individual Candidate's Comments

Candidate A (only)

- (a) Gender is the differences of cultures between girls and boys. (between the sexes)
- (b) Boys used to outperform girls in the past. The reasons that boys outperformed girls is that boys were much more confident than girls because they were given more encouragement.

Another reason is girls were treated differently to boys. Girls were discriminated, this not only lowered their confidence but the teachers didn't give the girls as much attention as they gave the boys, therefore the boys did better.

- (c) In the past girls were not given as much attention as boys were. Now girls and boys are being equally attended to however boys are watched with a close-eye because of their behaviour. Boys are now watched over more closely because of bad behaviour compared to girls.

Girls are trusted more than boys, therefore give a little more responsibility than boys. So schools trust girls more than boys, treating them differently with responsibilities.

Not only with responsibilities but also with aspects of school such as homework. Girls are trusted more to have done it than boys. Also work that is set in class, girls are seen to finish the task where as boys are distracted.

- (d) Girls are now achieving better than boys in most subjects. This starts off in the past.

In the past girls were only allowed to be educated to a certain point. And only subjects such as needle work and cooking, training to be a housewife.

When girls were given the opportunity to carry on their education, they became encouraged by the fact that they could get highly qualified. Therefore they started to work hard.

Boys were hard workers and some still are however they are intimidated by girls doing well.

Girls are more likely to do their homework, being motivated to do well from mothers or grandmothers who couldn't get education or a job. Boys are not bothered with homework therefore lose out on practise for tests and exams.

Boys are easily distracted whereas girls are not. Although some boys have the motivation to work, boys don't concentrate as much as girls. Girls are usually tentative and are easily distracted.

Girls also do better because boys don't want to. By this I mean boys think if they do well, their friends would think it is not cool and that they would be called names like 'geek' for doing well.

Girls are not ashamed of getting high grade and are motivated to do better for the rest of the subjects.

Examiner's Comments

Candidate A (only)

- (a) The answer conveys some understanding that gender refers to culturally defined differences between the sexes and so gains one mark. The definition needed to be more developed to gain full marks. **Total marks: 1**
- (b) This is a well constructed answer that states clearly two reasons why boys used to outperform girls at school. **Total marks: 4**
- (c) The answer covers a range of relevant points, albeit in a rather basic way. The focus is on differences in the supervision and disciplining of boys and girls respectively within the education system. Some of the points could have been more developed, but there is sufficient coverage of appropriate material here to just merit the mark awarded. **Total marks: 5**
- (d) The candidate rightly locates the answer in terms of the improvement in opportunities for girls to succeed at school. She also notes that girls today may be motivated to work hard by seeing older generations of women succeed in education and employment. There is also a useful reference to peer group pressure possibly acting as a deterrent among boys to work hard at school. Overall, a sustained and well balanced response. **Total marks: 7**

Total marks for the question: 17/20

Question 4

- (a) *What is meant by the term informal education?* [2]
- (b) *Describe two ways in which formal education helps to prepare young people for earning a living.* [4]
- (c) *Apart from preparing young people for earning a living, what other social functions are performed by formal education systems?* [6]
- (d) *How far do all social groups benefit equally from the formal education system in modern industrial societies?* [8]

General Comments

Understanding the distinction between formal education and informal education is important for answering this question. A good response will also demonstrate a sound knowledge of the functions of education and an awareness of the debates about whether all social groups benefit equally from the education system in modern industrial societies.

Individual Candidate's Responses

Candidate A (only)

- (a) The term informal education is used for the type of education that is based around socialisation process. It is the fundamental aspect of learning and understanding fully on the appropriate behaviour and values in society. A responsibility set up by society, and having informal education is equally needed to know how to handle situations in life as it comes.
- (b) Apart from informal education, it is the formal education that plays an important and major role in one's life. A little bit of informal education helps, but grasping formal education helps even more. Especially, if young people want to claim a better status in life. In a way, formal education is more like testing one's capacity to cope with fear of bigger responsibilities like to manage the account balance. But to start with, there are educational institutions that provide a first-hand experience with smaller responsibilities. So, later in life the education that one attains with good grades is depending on their skills and knowledge that they will carry out into the future. In order to earn a better income it takes a lot of time management and courage to reach the goal. Another way that prepares young people for earning a living is by educating them that money doesn't come that easy but it's all hard work that pays off.
- (c) Other than preparing young people for earning a living, it is the social functions that are performed by formal education systems.
- (d) [No answer provided by candidate.]

Examiner's Comments

Candidate A (only)

- (a) The candidate makes the correct link between informal education and the socialisation process. **Total marks: 2**
- (b) This is a rather indirect answer that gains credits for describing some of the personal qualities that may be developed through schooling and which potentially are important for achieving success in the workplace. Full marks are awarded, though it would have been an easier answer to mark had the candidate clearly distinguished between two relevant ways in which formal education helps prepare young people for earning a living. **Total marks: 4**
- (c) A benefit of the doubt mark is given for the reference to social functions as opposed to economic functions. However, to gain further marks the candidate needed to describe some of these social functions and show how they differ from the function of preparing young people for earning a living. **Total marks: 1**
- (d) The candidate has not answered this question. This is a shame as the candidate has made a good response to the first two questions. There are always a small number of seemingly able candidates each exam session who fail to attempt or complete the part (d) questions. Poor apportionment of time in the exam may be the reason for this and it could also be linked to a failure to appreciate the importance of answering all of the questions in terms of the overall mark/grade achieved. **Total marks: 0**

Total marks for the question: 7/20

Question 5

- (a) *What is meant by the term subculture?* [2]
- (b) *Describe **two** influences on the way that young people view themselves.* [4]
- (c) *What factors explain the growth of youth subcultures in modern industrial societies?* [6]
- (d) *How far do youth subcultures represent a threat to the mainstream values of society?* [8]

General Comments

Knowledge of different youth subcultures and the factors that influence the identities of young people in modern industrial societies is important for answering this question well. Candidates are also required to write about the reasons for the growth of youth subcultures and the extent to which these cultures represent a threat to the mainstream values of society.

Individual Candidate's Responses

Candidate A

- (a) The term subculture is a culture with a small proposition of people (mainly consisting of youth groups) that is formed within the mainstream culture. This is a way of categorizing the beliefs, values, social morals and attitude of the young middle-aged people ranging from age 16 to 19 from the rest of the ages of people of society.
- (b) There are many possible ways in which young people might be influenced but the two major influences are:
- * Pressure groups – other members in society try to emphasize on the right type of behavior that needs to be adopted by people. It encourages young people to dress appropriately and modestly. All these actions are taken by elders in society, not from a family.
 - * Mass Media – The media is diverse and so it can alter the way they think of themselves. And so, the media portrays a self-fulfilling image through models on magazine covers. This is a way of insisting a change in people's lives. Young people's thinking about themselves don't give a positive expression of their looks or their personality, something has to be changed for their betterment.
- (c) As the modern industrial societies are still emerging, the youth sub-culture is also growing rapidly. This is an opportunity for every youngster to prove their point in society. Reason being, it leads many sociologists to many queries is because the answer is that youths want to be noticed and also have rights to vote and be employed in a job. The subcultures dominance over the past 19 century until the this date has increased because family problems, unemployment, and last but not the least, the mainstream culture defining them as deviant because of their laid back attitude and dangerous acts. So, it all adds upto poor socialisation and as a result it just creates more room for aggressors coming from sub-cultures.
- (d) Youth subcultures represents a threat to the mainstream values of society as being deviant and uncultured. But all of this thinking from elders of people of society has a toll on the youth behaviour. The behavioral pattern from youth have changed drastically that makes them more of a dangerous group in society.

Candidate B

- (a) The term subculture mean a new form of culture is being formed especially in the youth.
- (b) Young people sometime view themselves as diffrent and as a result are being cast away. The mass media has a certain influence such as for instance being slender is considered sexy while being fat is not. So young girls sometimes feel insecure, vulnerable and so on.

Peer groups are a big influence for example if you started hanging out with a group of people about the same age as you, you may not be accepted in the group if you do not smoke or consume alcohol.

- (c) The factors on growth subcultures are that society is too stereotypical. For instance say everyone has too commonly put on their hair back, you decide to make your hair sort of like poccupin/crazy/spiky. Everyone start calling you a tomboy and so on. You decide screw these stereotypicals im going to hung out with the drug addicts or rocker, whatever the case, these people accept you for who you are. Also the society is coming up with some absurd (rules or laws) ways of social control. For instance in Kenya some minister foolishly stated that all trouser should be banned for women, and that the only attire we should wear is African in this case skirts. Women held a protest until the minister had no choice but to apologise for his rude comment.
- (d) Youth subcultures represent a threat to the main stream values of society as far as the mass media keeps portraying a typical male and female. This is because not every person in the world looks alike and as far that little information is given out to the public then im sorry to say that youth subcultures will continue. If the society does not change some of its views about people who do not portray the perfect female or male then im afraid to say that the youth subcultures shall become worse.

Examiner's Comments

Candidate A

- (a) The candidate provides a clear and accurate definition of the term and so the answer merits full marks. **Total Marks: 2**
- (b) Two marks are gained for identifying and describing the role of the mass media in helping to shape the identities of young people. A further mark is awarded for what seems to be a reference to the influence of peer pressure in the first paragraph of the answer. As that part of the response was rather unclear, no further mark could be given. **Total marks: 3**
- (c) Although the answer is poorly expressed, some relevant themes are mentioned. Youth unemployment, family pressures, societal reactions to young people, and the growth of rights and employment opportunities for teenagers are all factors that have had a bearing on the growth of youth subcultures since the 1950s. However, the candidate links these factors into the answer only in a rather loose way and much of relevance is left implicit. It is therefore a level one response. **Total marks: 2**
- (d) The answer barely addresses the question at all. The point linking youth subculture to deviance and dangerous behaviour is just about creditable for one mark, but there is nothing else to reward in this disappointing answer. A good answer would have considered both differences and possible similarities between particular youth subcultures and the attitudes and values of the wider society. **Total marks: 1**

Total marks for the question: 8/20

Candidate B

- (a) The candidate gains one mark for providing a partial definition of the term. The answer implies rather than specifies that a subculture is a development or variant of a wider culture. **Total Marks: 1**
- (b) Two marks are gained for identifying and describing the role of the mass media in helping to shape the identities of young people. The example offered is a helpful development of that part of the answer. A further two marks are awarded for identifying and describing the role of the peer group as an influence on young people. **Total marks: 4**
- (c) Although the answer lacks some focus, it successfully identifies a couple of influences on the development of youth subcultures and provides useful supporting examples. The notions of stereotyping and societal reaction against the authority of older age groups is quite well conveyed, albeit in an answer that lacks breadth. **Total marks: 4**
- (d) The candidate has picked up on a relevant theme in discussing possible reactions against gender stereotypes, but the answer lacks clarity and development. The use of examples would have helped to

illustrate how youth subcultures may reject traditional gender roles and the extent to which such a reaction represents a threat to the mainstream values of society. **Total marks: 3**

Total marks for the question: 12/20

Question 6

- (a) *What is meant by the term deviant?* [2]
- (b) *Describe **two** examples of how definitions of deviance may differ between cultures.* [4]
- (c) *Why might an act be defined as deviant when performed by one social group, but not when performed by members of another?* [6]
- (d) *To what extent can deviance be explained in terms of labelling theory?* [8]

General Comments

A candidate answering this question well would be able to use examples to illustrate how definitions of deviance vary between societies. The candidate would also be able to discuss the theory of labelling and the role of the powerful in defining particular patterns of behaviour and groups as deviant.

Individual Candidate's Responses

Candidate A (only)

- (a) deviant means when a person breaks the laws and rules of society may be consider as a deviant.
- (b) deviance may differ from society to other society. Example people in egypt may be consider as a deviant person IF he/she crosses the stoplight with any reasons in the society therefore he/she may be consider as deviant in the society because this involves breaking laws and rules of the society. Another examples in U.A.E. people in tribal societies may be considered as deviant IF he/she regulates sexual behaviour outside the tribe there will be gossips about that person. We can finally generalize that the deviance may differ from society to society because each society has different norms, values and beleifs.
- (c) A person may be consider as deviat other groups because this groups contains different values, norms, and beleifs. Although people living in the same society with same norms, valus and beleifs they may still approve that person is deviant. This are mainly known as subculture. We could stress that subculture is when group of poeple sharing the same society with the same norms, values and beliefs but each group has different norms, values and beleifs. Therefore we can generalize that people belong in different groups may consider as deviant by other groups in the society. Example when a working class person goes to a society where the people where there are all rich they may consider the working class person as deviant because, probably due to that he/she wears different cloths. This could be effect of marking a person as 'deviant persons'
- (d) When a person is label as deviant in the society he/she will regret his/her natral life because marking a person as a deviant person in the society can destroy his/her reputation in the society therefore there will be gossips about that person and friends leaving that person. There are two groups who are very common in marking people as deviant in the society, they are the mass media and police. the mass media is the most powerful source to mark a person as a deviant in society because the mass media tends to sentionalise the event which causes people to read more the newspapers. The mass media will stress the police to work in areas where there is a high criminal rate. The mass media stress that crime cammanly done by the working class and the poor people. The police try usually follows what the law says here they increase there concentration in areas where there are poor people. Example two persons A and B both made a theft of money, persons A was caught stealing the money while person B was not caught stealing the money. The life of person A will be miserable because he is labelled as deviant in the society.

Examiner's Comments

Candidate A (only)

- (a) The candidate has understood that deviancy refers to rule-breaking behaviour. **Total marks: 2**
- (b) The answer identifies two examples of deviant behaviour, but to achieve full marks there needed to be some comparison between cultures. Contrasts between the norms and values of different cultures are implied by the answer, though a better answer would have made these points explicitly. **Total marks: 3**
- (c) The candidate makes effective use of the concept of subcultures to address the issues raised by the question. An appropriate example of cultural dissonance is also provided. The answer is a little narrow though and lacks reference to the role of power in determining how definitions of deviance are constructed and applied. **Total marks: 4**
- (d) The answer is based on a sound implicit understanding of labelling theory and there are useful links to the role of the mass media in stereotyping and deviancy amplification. The main drawback is that the response is mainly descriptive. The lack of an explicit attempt to assess the value of labelling theory as an explanation of deviant behaviour means that this is a level two answer only. **Total marks: 6**

Total marks for the question: 15/20

Question 7

- (a) *What is meant by the term mass media?* [2]
- (b) *Describe **two** trends in the control of the mass media in modern industrial societies.* [4]
- (c) *In what ways may ownership of the mass media be a source of power in society?* [6]
- (d) *To what extent are the owners of the mass media able to control what is published and broadcast?* [8]

General Comments

A good answer would demonstrate a sound knowledge of trends in the ownership and control of the mass media. Awareness would also be shown of the links between the ownership of the mass media and the distribution and uses of power in society. A further feature of a high quality response would be the ability to assess just how much influence the owners of the media have over what is broadcast and televised. That would involve considering the counter influence of other groups such as journalists, editors, consumer groups, and governments.

Individual Candidate's Comments

Candidate A (only)

- (a) Mass media is a way of communicating to people through media eg: Television, newspapers and magazines.
- (b) Television is the major trend of control and the comes the newspapers.
- (c) People are very inquisitive and want to know the truth and the mass media picture it in such a way that people believe it and pay more to see it many people pay a lot for the newspapers and t.v.
- (d) Owners of the mass media can show anything they want as long as they have proof so they dont get sued. The owners can picture a fact as a truth or lie and people will believe it. The mass media has a lot of control on the people and has influenced a lot of people.

Examiner's Comments

Candidate A (only)

- (a) The answer gains credit for noting that the mass media is a way of communication and for listing the examples of television, newspapers and magazines. However, it tells us nothing about the specific form of this communication (i.e. impersonal communication to large audiences) and so the definition lacks the precision to gain full marks. **Total marks: 1**
- (b) The candidate appears to have not understood the question and there are no references in the answer to trends in the control of the mass media. **Total marks: 0**
- (c) The answer is confined to a rather simple point about the supposed desire of people to receive information and the way that the media accommodates this. A better answer would draw on points that one would find covered in a sociology textbook about, for example, the ability of those who own the mass media to influence and shape the cultural identities and political beliefs of the population. **Total marks: 1**
- (d) The candidate rightly draws attention to the autonomy of the owners in a free society to publish and broadcast what they desire subject to the laws of libel. The rest of the answer though is confined to an assertion that the owners have a lot of power because the mass media has such a strong influence over people. The assumptions in this viewpoint go unquestioned by the candidate and there is no further development of the answer. Answers that rely mainly on assertion and therefore lack sociological evidence and reasoning, never merit marks higher than level one. **Total marks: 2**

Total marks for the question: 4/20

Question 8

- (a) *What is meant by the term agenda setting?* [2]
- (b) *Describe two examples of how the mass media may influence political attitudes.* [4]
- (c) *What factors influence journalists in their selection and presentation of news reports?* [6]
- (d) *What explanations have been offered for the way that the mass media influence people's behaviour?* [8]

General Comments

A good understanding of the concept of agenda setting is a prerequisite for answering this question well. Awareness of the factors that influence journalists in the selection and presentation of news reports is a further requirement. High quality answers will also include a discussion of the various explanations for how human behaviour may be influenced by the mass media. This includes explanations such as the hypodermic syringe model, the audience selection model and the cultural effects theory.

Individual Candidate's Responses

Candidate A (only)

- (a) Agenda settings refers to the way in which news are selected and represented in the mass media. For Eg. The way in which certain incident has been veiwed by the mass media.
- (b) Mass media influence our political attitudes greatly. For example, the way a certain party is veiwed through the media may cause you to change your political veiws and ideas about this party and even vote. Mass media has made you in this way change your voting behaviour. For Eg. a middle class man will vote for the new labour party instead of the conservative party after seeing the party image in

television. If a man for eg. is not interested at all in politics, become interested in politics and in voting after watching some views of politicians in television, it is then said that media has influenced his political attitudes.

- (c) There are several factors that may influence journalists in their selection and presentation of news reports. The government may have a great influence. It may send a D-notice preventing journalists from publishing certain news reports. Law may also punish editor if they publish stuff about people that harm their position and status.

The place in the news paper and the news value will have a great influence as well. Places in the newspaper should be filled and journalist will select and present only the news which he thinks is of value will have great circulation For Eg. News about Diana the princess of wales. Thus economic motive also has an influence on the news reports.

Consumers and advertisers also exert great pressure in the selection and presentation of news. If the consumers do not like the issues published, they may stop buying the newspaper or may shift to another one. Also advertisers may remove the advertisements and their aids if they don't like a certain issue which is published.

- (d) There has been three approaches that have been offered for the way that the mass media influence people's behaviour. One is the hypodermic syringe approach. Which sees people as passive and receiving injection from media and acting according to what they see. An experiment was conducted to support this view. A group of children were placed to see a short movie where a man hits a doll with the hammer. Then they were placed in a room with many toys including a hammer and a doll. Many children did the same of what they saw. Another approach is that of the uses and gratification approach where it claims that people watch the media for many reasons. One is for information, another is that some people find their inner selves in some programmes. Another is for excitement and such stuff. A third approach is the decoding approach. It sees, for example that a television programme is a kind of a decoded message and that each person decodes the message in a certain way and behaves in response to what he decoded and understood.

Examiner's Comments

Candidate A (only)

- (a) While not a perfect definition of the term 'agenda setting', the candidate has linked in to the answer the idea of the media in some way selecting or shaping the values expressed through news coverage. On that basis, there is just enough in this answer to merit full marks. **Total marks: 2**
- (b) There are certainly two appropriate identification marks to reward in this answer. The first point concerns the way political parties are presented through the media and the second point links to the opportunities that politicians have to use the media as forum for communicating with the public. There is an attempt to describe or elaborate on each example, but in both cases it remains rather unclear regarding the precise means through which political attitudes are being influenced. In that sense the answer is too vague to merit more than half marks. **Total marks: 2**
- (c) The range of points made by the candidate and the sophistication of the language used clearly show that this is a high quality answer. Government influence, newsworthiness, and consumer pressures are correctly identified as influences on the content of the news. In order to achieve full marks the answer needed a little more detail about the kind of technical considerations that journalists take into account when selecting and presenting news stories. Nevertheless, a good response. **Total marks: 5**
- (d) This is a well-informed answer that demonstrates good interpretation and application skills. The candidate identifies three relevant explanations for the way that behaviour may be influenced by the mass media. Although the description of each explanation is rather brief, the commentary is sufficient to demonstrate that the candidate has a reasonable understanding of the relevant subject matter. Higher marks could have been achieved by using more examples to illustrate each explanation and/or by distinguishing between short-term and longer-term influences of the mass media. **Total marks: 6**

Total marks for the question: 15/20

APPENDIX 1 – QUESTION PAPERS AND MARK SCHEMES

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
General Certificate of Education Ordinary Level

SOCIOLOGY

2251/01

Paper 1

May/June 2006

Additional Materials: Answer Booklet/Paper

2 hours 30 minutes

READ THESE INSTRUCTIONS FIRST

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.
Write your Centre number, candidate number and name on all the work you hand in.
Write in dark blue or black pen.

You may use a soft pencil for any diagrams, graphs or rough working.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer Question 1 and **three** questions from Sections **B** to **D**.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [] at the end of each question or part question.

This document consists of 4 printed pages.



Section A: Research Methods

Statistics collected by the government are one type of secondary data available to sociologists. These official records provide a useful source of information about such social phenomena as rates of suicide, marriage, divorce, crime, poverty, birth and death rates. However, statistics need to be interpreted carefully. Official crime statistics, for example, present only a partial picture of the extent of crime in society. Many offences are never reported to the police and not all of the crimes that the police know about are solved.

Other sources of secondary data that may be used in sociological research include letters, diaries, books, historical documents, newspaper reports and television. These may provide some very useful qualitative data. Sociologists working within the interpretive tradition often use qualitative data, whereas sociologists working within the positivist tradition prefer to use statistical data obtained from quantitative research methods.

In using newspapers and television as sources of secondary data, sociologists may use a method known as content analysis. This is a technique for decoding the images and messages that people are exposed to through the mass media.

- 1 (a) In sociological research, what is meant by the following terms:
- (i) secondary data [2]
 - (ii) qualitative data [2]
 - (iii) interpretive sociologists [2]
- (b) Suggest **two** reasons why official statistics may contain bias. [4]
- (c) Describe **two** problems that might arise when using historical documents in sociological research. [4]
- (d) Describe **two** advantages of using secondary data in sociological research. [4]
- (e) Describe **one** advantage and **one** disadvantage of content analysis. [4]
- (f) Identify and explain **two** advantages and **two** disadvantages of quantitative research. [8]

Section B: Culture and Socialisation

- 2 People learn how they are expected to behave in society through interaction with other human beings. This is a life-long process of learning.
- (a) What is the sociological term that describes how people learn their roles in society? [2]
 - (b) Describe **two** roles that a person may perform in society. [4]
 - (c) Why is social learning a life-long process? [6]
 - (d) Why are interactions with other human beings so important for people in learning how to behave in society? [8]
- 3 Social control is necessary in order to ensure that people conform to the norms and values of society. There are two types of social control: formal and informal.
- (a) What is meant by *formal social control*? [2]
 - (b) Describe **two** examples of informal social control. [4]
 - (c) How are formal social controls enforced? [6]
 - (d) To what extent does social control serve the interests of the most powerful groups in society? [8]

Section C: Social Stratification

- 4 Absolute poverty is widespread in many less industrialised societies. The poverty that exists in the richer, industrialised countries is mainly 'relative'.
- (a) What is meant by *relative poverty*? [2]
 - (b) Describe **two** reasons why absolute poverty is rare in modern industrial societies. [4]
 - (c) Which groups are likely to experience poverty in modern industrial societies? [6]
 - (d) What social factors are most important in explaining the causes of poverty? [8]
- 5 A study of social mobility can help to indicate the life chances of members of society.
- (a) What is meant by the term *life chances*? [2]
 - (b) Describe **two** ways in which a person may achieve upward social mobility. [4]
 - (c) What problems are there in measuring social mobility? [6]
 - (d) To what extent do class barriers still exist in modern industrial societies? [8]

Section D: Power and Politics

- 6 Even in representative democracies, a small minority of people who form elite groups may control political power.
- (a) What is meant by the term *representative democracy*? [2]
 - (b) Describe **two** examples of elite groups. [4]
 - (c) Through what means may elite groups seek to maintain their power? [6]
 - (d) How far is political power monopolised by elite groups in modern industrial societies? [8]
- 7 Political socialisation is the key to understanding why there is a strong link between social class and voting behaviour in many modern industrial societies.
- (a) What is meant by the term *political socialisation*? [2]
 - (b) Describe **two** examples of how a person may acquire political views. [4]
 - (c) What factors other than social class may influence voting behaviour? [6]
 - (d) How far has the influence of class on voting behaviour declined in recent years? [8]

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UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE O Level

MARK SCHEME for the May/June 2006 question paper

2251 SOCIOLOGY

2251/01

Paper 1

maximum raw mark 90

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 May/June 2006 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



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| Page 1 | Mark Scheme | Syllabus | Paper |
| | GCE O Level – May/June 2006 | 2251 | 01 |

Section A: Research Methods

Statistics collected by the government are one type of secondary data available to sociologists. These official records provide a useful source of information about such social phenomena as rates of suicide, marriage, divorce, crime, poverty, birth and death rates. However, statistics need to be interpreted carefully. Official crime statistics, for example, present only a partial picture of the extent of crime in society. Many offences are never reported to the police and not all of the crimes that the police know about are solved.

Other sources of secondary data that may be used in sociological research include letters, diaries, books, historical documents, newspaper reports and television. These may provide some very useful qualitative data. Sociologists working within the interpretive tradition often use qualitative data, whereas sociologists working within the positivist tradition prefer to use statistical data derived from quantitative research methods.

In using newspapers and television as sources of secondary data, sociologists may use a method known as content analysis. This is a technique for decoding the images and messages that people are exposed to through the mass media.

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

(i) **secondary data** [2]

Already existing data collected for non-sociological purposes = 2 marks. An incomplete understanding showing some understanding = 1 mark.

(ii) **qualitative data** [2]

Data that is derived from an in-depth study of people's meanings and understandings = 2 marks. An incomplete understanding showing some understanding = 1 mark.

(iii) **interpretive sociologists** [2]

Sociologists who focus on the role of social actors in interpreting their social situations = 2 marks. An incomplete understanding showing some understanding = 1 mark.

(b) **Suggest two reasons why official statistics may contain bias.** [4]

Bias in official statistics may result from political interference, the way the data is collected, the way key terms are defined by the authorities, and the purposes for which the data is collected. One mark for each reason identified (1 x 2) and one mark for describing accurately each example (1 x 2).

(c) **Describe two problems that might arise when seeking to use historical documents in sociological research.** [4]

Problems include, for example, lack of knowledge of how the material was compiled and for what purposes, questions of authenticity, possible bias, incompleteness or lack of detail. One mark for each problem identified (1 x 2) and one mark for describing accurately each example (1 x 2).

(d) **Describe two advantages of using secondary data in sociological research.** [4]

Advantages include: cheap; quick; readily available; access to areas that would be difficult to research otherwise; useful form of corroboration and support for primary data. One mark for each advantage identified (1 x 2) and one mark for describing accurately each example (1 x 2).

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- (e) Describe one advantage and one disadvantage of content analysis. [4]

Advantages of content analysis include low cost, quick, can be high in reliability, facilitates statistical analysis. Disadvantages include need for skilled researchers, interpretations may be subjective and contain bias, data lacks depth and may be low in validity. One mark for each reason identified (1 x 2) and one mark for describing accurately each example (1 x 2).

- (f) Identify and explain two advantages and two disadvantages of quantitative research. [8]

Advantages include: generally cheap and quick to collect; can cover a wide area; relatively easy to analyse the results; high in reliability. Limitations include, high non-response rate to questionnaires; the data lacks depth and is of little use in studying complex issues; the data may not be as objective as it seems. One mark for each advantage identified (1 x 2) and one mark for each disadvantage identified (1 x 2) plus one mark for describing accurately each example (1 x 4).

Section B: Culture and Socialisation

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

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

Socialisation

- (b) Describe two roles that a person may perform in society. [4]

One mark for each role identified (1 x 2) and one mark for describing accurately each example (1 x 2).

- (c) Why is social learning a life-long process? [6]

Level 1: General comments about socialisation with little or no direct linkage to the question would fit this band. 0 - 3

Level 2: Social learning is a life-long process because people are constantly facing new social situations as a result of life changes and changes in society. This point, well developed with suitable examples, would fit this band. 4 - 6

- (d) Why are interactions with other human beings so important for people in learning how to behave in society? [8]

Level 1: A few broad references to socialisation with little or no immediate linkage to the question would fit this band. 0 - 3

Level 2: Answers at this level may demonstrate a sound understanding of the processes involved in socialisation, though there may be little engagement with the specific wording of the question. 4 - 6

Level 3: A good account of the socialisation process that takes into consideration the importance of interaction specifically would trigger this band. 7 - 8

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3 Social control is necessary in order to ensure that people conform to the norms and values of society. There are two types of social control: formal and informal.

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

Formal social control refers to the use of police and the law to regulate the behaviour of people. A clear and accurate definition along these lines may be worth 2 marks, with 1 mark available for an answer that demonstrates partial understanding.

(b) Describe two examples of informal social control. [4]

Social pressures, family pressures, peer group and community mores all have a role to play in making it clear what behaviour is expected and in disapproving of those who break the rules. The influence of religion is also a crucial aspect of informal social control in many traditional societies. One mark for each example (1 x 2) and one mark for an appropriate description (1 x 2).

(c) How are formal social controls enforced? [6]

Level 1: A few general points about social control, with little or no sociological underpinning may be worth 1 or 2 marks. To reach the top of the band, there would have to be some identifiably sociological knowledge of relevance to the question. 0 - 3

Level 2: Answers at this level will demonstrate a sound understanding of various agencies of formal social control and how they are enforced. Examples would include the criminal justice system, discipline within schools etc. At the top of the band some understanding of how *powerful* groups enforce such forms of social control maybe offered. 4 - 6

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

Level 1: Answers at this level will show little attempt to address the question and will confine themselves to a few general remarks about social control. 0 - 3

Level 2: One or two examples of how social control serves the interests of the powerful groups in society maybe presented, such as how the powerful benefit from the rule of law and the protection of property etc. 4 - 6

Level 3: A range of theories may be used to explain how the interests of the powerful are served by social control. Marxist explanations may be advanced and countered by functionalist views on the general importance of social control. There will be a direct attempt to address the question. 7 - 8

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Section C: Social Stratification

4 Absolute poverty is widespread in many less industrialised societies. The poverty that exists in the richer, industrialised countries is mainly ‘relative’.

(a) What is meant by *relative poverty*? [2]

Relative poverty refers to that which is culturally defined as necessary in terms of living standards. A clear and accurate definition along these lines would be worth 2 marks, with 1 mark available for evidence of partial understanding.

(b) Describe two reasons why absolute poverty is rare in modern industrial societies. [4]

One mark for each appropriate reason (1 x 2) and one mark for describing accurately each example (1 x 2).

(c) Which groups are likely to experience poverty in modern industrial societies? [6]

Groups heavily represented among the poor include the elderly, low paid, unemployed, some ethnic minorities, and single parents.

Level 1: Answers at this level will be confined to mentioning just one or two relevant groups, with little or no relevant expansion. 0 - 3

Level 2: Several groups will be correctly identified and there will be appropriate development i.e. it will not be a list-like answer. 4 - 6

(d) What social factors are most important in explaining the causes of poverty? [8]

Level 1: At this level there will be little or no attempt to explain why poverty exists. A few general observations about the nature of poverty would be worth two or three marks. 0 - 3

Level 2: One or two basic explanations will be offered, but the answer will lack range and/or depth. 4 - 6

Level 3: A range of relevant cultural and economic factors will be identified. At the top of the band, there may also be evidence of appropriate theoretical understanding through reference to, for example, Lewis or the Marxist theory of poverty. 7 - 8

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| Page 5 | Mark Scheme | Syllabus | Paper |
| | GCE O Level – May/June 2006 | 2251 | 01 |

5 A study of social mobility can help to indicate the life chances of members of society.

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

Life chances may be defined as the opportunity to achieve those things that are regarded as desirable and to avoid those things that are regarded as undesirable in a society. A clear and accurate definition along these lines would be worth 2 marks, with 1 mark for evidence of partial understanding.

(b) Describe two ways in which a person may achieve upward social mobility. [4]

Ways of achieving upward social mobility include through marriage, education, career success, a windfall, entrepreneurial activity, etc. 1 mark for identifying each way (1 x 2) and one mark for describing accurately each example (1 x 2).

(c) What problems are there in measuring social mobility? [6]

The problems are mainly variations on the limitations of using occupation as an indicator of social class. There have also been problems in identifying patterns of female mobility accurately.

Level 1: One or two problems may be identified, but in a very basic way and the explanations offered may lack clarity and detail. 0 - 3

Level 2: A range of relevant problems will be identified and the explanations will be clear and well informed. 4 - 6

(d) To what extent do class barriers still exist in modern industrial societies? [8]

Level 1: All we may expect at this level would be a few general points about social class. 0 - 3

Level 2: There will be an attempt to address the issues raised by the question, but the evidence used will be limited in range and/or depth and any analysis will be rather basic. 4 - 6

Level 3: A range of appropriate sociological evidence will be used to address directly the issues raised by the question. The analysis will be explicit and sustained. 7 - 8

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Section D: Power and Politics

6 Even in representative democracies, a small minority of people who form elite groups may control political power.

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

Representative democracy may be defined as a political system in which the people rule through electing the holders of political office. A clear and accurate definition along these lines would be worth 2 marks, with 1 mark for evidence of partial understanding.

(b) Describe two examples of elite groups. [4]

Examples may include business, military, political and hereditary elite groups. One mark for identifying each example (1 x 2) and one mark for describing accurately each example (1 x 2).

(c) Through what means may elite groups seek to maintain their power? [6]

Level 1: A few general comments about elite groups, with little relevance to the question, may be worth 1 or 2 marks. A limited account of how elite groups might maintain power, may merit the top of the band. 0 - 3

Level 2: The focus of the answer will be on how power can be maintained by elite groups. This may include, for example, references to coercion, economic dominance, ideological control, and the denial of rights to opposition groups. At the bottom of the band the analysis will be rather basic. Answers at the top of the band will be wider ranging and more detailed. 4 - 6

(d) How far is political power monopolised by elite groups in modern industrial societies? [8]

Level 1: A few disjointed comments about the distribution of power in modern industrialised societies may fit this band. 0 - 3

Level 2: At this level there will be an attempt to assess the degree of democracy in modern industrial societies, but the discussion will be confined to a limited range of evidence and lack depth of understanding of the relevant issues. 4 - 6

Level 3: Answers at this level may be theoretically well informed, with references possibly to elite theory versus democratic pluralism, though other approaches should be judged on their merits. At the top of the band, candidates may distinguish between the idea of a single dominant elite and a competing block of elite groups who share power. 7 - 8

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| Page 7 | Mark Scheme | Syllabus | Paper |
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7. Political socialisation is the key to understanding why there is a strong link between social class and voting behaviour in most modern industrial societies.

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

Political socialisation may be defined as the process through which a person acquires political views through interaction with others. A clear and accurate definition along these lines would be worth 2 marks, with 1 mark for evidence of partial understanding.

(b) Describe two examples of how a person may acquire political views. [4]

Examples may relate to the influence of the family, community, occupation, media, schooling etc. One mark for identifying an appropriate example (1 x 2) and 1 mark for describing accurately each example (1 x 2).

(c) What factors other than social class may influence voting behaviour? [6]

Level 1: One or two relevant factors may be identified, but with little or no expansion. 0 - 3

Level 2: A range of factors will be identified with appropriate development to illustrate how each factor may influence voting behaviour. 4 - 6

(d) How far has the influence of class on voting behaviour declined in recent years? [8]

Level 1: A few general remarks about voting behaviour with little or no linkage to the specific wording of the question would fit this band. 0 - 3

Level 2: At this level answers may describe the factors that influence voting behaviour in general, and there will be relatively little consideration of the issue of class de-alignment as such. 4 - 6

Level 3: The issue of the declining influence of class on voting behaviour will be the central focus of the answer at this level. At the top of the band, there may be recognition that there are different ways of interpreting recent election results in terms of the influence of class on voting. 7 - 8

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
General Certificate of Education Ordinary Level

SOCIOLOGY

2251/02

Paper 2

May/June 2006

Additional Materials: Answer Booklet/Paper

1 hour 45 minutes

READ THESE INSTRUCTIONS FIRST

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.
Write your Centre number, candidate number and name on all the work you hand in.
Write in dark blue or black pen.
You may use a soft pencil for any diagrams, graphs or rough working.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer any **three** questions.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [] at the end of each question or part question.

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



Section A: Family

- 1 Although men and women share many tasks in the home today, they are still often unequal partners.
- (a) What is meant by the term *unequal partners*? [2]
- (b) Describe **two** factors that have led men and women to share more tasks in the home today. [4]
- (c) To what extent do women still experience inequality in the home? [6]
- (d) What problems may women face in trying to achieve equal relationships with men in the family? [8]
- 2 The importance of the nuclear family has declined. There are now many other types of family in modern industrial societies.
- (a) What is meant by the term *nuclear family*? [2]
- (b) Describe **two** other types of family. [4]
- (c) What factors may have led to the decline of the nuclear family? [6]
- (d) To what extent is family life still important despite the decline of the nuclear family in modern industrial societies? [8]

Section B: Education

- 3 In many modern industrialised societies girls are now achieving better examination results than boys in most subjects. It would seem therefore that the gender division in education has been reversed.
- (a) What is meant by the term *gender*? [2]
- (b) Describe **two** reasons why boys used to outperform girls at school. [4]
- (c) In what ways may boys and girls be treated differently within the education system? [6]
- (d) Why are girls now achieving better examination results than boys in most subjects? [8]
- 4 Formal education systems help to prepare young people for earning a living in modern industrial societies. Informal education performs a similar role in less industrial societies.
- (a) What is meant by the term *informal education*? [2]
- (b) Describe **two** ways in which formal education helps to prepare young people for earning a living. [4]
- (c) Apart from preparing young people for earning a living, what other social functions are performed by formal education systems? [6]
- (d) How far do all social groups benefit from the formal education system in modern industrial societies? [8]

Section C: Crime, Deviance and Social Control

- 5 Youth subcultures are sometimes seen as a form of resistance to the mainstream culture.
- (a) What is meant by the term *subculture*? [2]
 - (b) Describe **two** influences on the way that young people view themselves. [4]
 - (c) What factors explain the growth of youth subcultures in modern industrial societies? [6]
 - (d) How far do youth subcultures represent a threat to the mainstream values of society? [8]
- 6 What is seen as deviant in one culture may not be seen as deviant in another.
- (a) What is meant by the term *deviant*? [2]
 - (b) Describe **two** examples of how definitions of deviance may differ between cultures. [4]
 - (c) Why might an act be defined as deviant when performed by members of one social group, but not when performed by members of another? [6]
 - (d) To what extent can deviance be explained in terms of labelling theory? [8]

Section D: Mass Media

- 7 It is sometimes claimed that those who own the mass media have too much power.
- (a) What is meant by the term *mass media*? [2]
 - (b) Describe **two** trends in the control of the mass media in modern industrial societies. [4]
 - (c) In what ways may ownership of the mass media be a source of power in society? [6]
 - (d) To what extent are the owners of the mass media able to control what is published and broadcast? [8]
- 8 The mass media play a major role in agenda setting in modern industrial societies.
- (a) What is meant by the term *agenda setting*? [2]
 - (b) Describe **two** examples of how the mass media may influence political attitudes. [4]
 - (c) What factors influence journalists in their selection and presentation of news reports? [6]
 - (d) What explanations have been offered for the way that the mass media influence people's behaviour? [8]

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UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE O Level

MARK SCHEME for the May/June 2006 question paper

2251 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*.

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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 May/June 2006 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



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Section A: Family

1 Although men and women share many tasks in the home today, they are still often unequal partners.

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

Tasks within the home are not equally shared between the husband and wife and one spouse has more power within the relationship than the other. A clear answer along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

(b) Describe two factors that have led men and women to share more tasks in the home today. [4]

Changing occupational structure and job opportunities; increase in male unemployment; changing expectations of women; growth of the middle class; etc. One mark for identifying a relevant factor and a further mark for describing that factor accurately (2 x 2).

(c) To what extent do women still experience inequality in the home? [6]

Level 1: A few commonsense observations pertinent to the question, possibly relying on assertion and with some over-generalisation. 0 - 3

Level 2: The answer will display appropriate sociological knowledge and evaluation. At the top of the band there will be a clear attempt to assess the extent to which women still experience inequality in the home. 4 - 6

(d) What problems may women face in trying to achieve equal relationships with men in the family? [8]

The problems that women face in trying to achieve equality in the home include, for example, the following: lack of economic power; opposition from other family members; negative attitudes and values in the wider society; indifference or opposition from their partner; struggling against their own gender socialisation.

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 focusing on just one or two problems. 4 - 6

Level 3: The answer will consider several potential problems that women may face in seeking to achieve equality within the home. At the top of the band, there will be some attempt at summation and an intelligent conclusion will emerge. 7 - 8

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2 The importance of the nuclear family has declined. There are now many other types of family in modern industrialised societies.

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

A unit consisting of spouses and their dependent children. A clear answer along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

(b) Describe two other types of family. [4]

Options include: single parent; extended; compound; married couple only; homosexual couples with or without children; etc. One mark for each example and one mark for accurately describing the example (2 x 2).

(c) What factors may have led to the decline of the nuclear family? [6]

Factors include: increasing divorce rates; increasingly common decision of women who become pregnant not to marry; more people remaining single or marrying at a later age; more couples choosing not to have children; etc.

Level 1: An answer providing a basic account of one or two factors would fit this band. 0 - 3

Level 2: A clear and accurate account of several factors. 4 - 6

(d) To what extent is family life still important despite the decline of the nuclear family in modern industrialised societies? [8]

Arguably, family life is still as important, though its forms may have changed to some extent. Accept answers along these lines with additional marks where there are examples or extended explanations. Also possible to answer that the family is less stable today; that nuclear families cannot cope with the demands being made on them, leading to breakdown.

Level 1: A few general remarks about the nature of family life today, with little direct linkage to the question. 0 - 3

Level 2: A sociologically well-informed account of the roles or nature of the family today would fit this level. 4 - 6

Level 3: The answer will address the issues raised by the question directly and provide a reasoned conclusion. 7 - 8

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Section B: Education

3 In many modern industrialised societies girls are now achieving better examination results than boys in many subjects. It would seem therefore that the gender division in education has been reversed.

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

A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

(b) Describe two reasons why boys used to outperform girls at school. [4]

One mark for each reason and one mark for accurately describing the example (2 x 2).

(c) In what ways may boys and girls be treated differently within the education system? [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) Why are girls now achieving better examination results than boys in many subjects? [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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4 Formal education systems help to prepare young people for earning a living in modern industrial societies. Informal education performs a similar role in many developing societies.

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

The learning of skills and practical knowledge that is acquired through interaction with other people in everyday life; it is not organised or examined. A clear and accurate definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

(b) Describe two ways in which formal education helps to prepare young people for earning a living. [4]

Ways include through teaching skills, qualifications, and by instilling appropriate values and attitudes. One mark for each relevant point and one mark for describing accurately each example (2 x 2).

(c) Apart from preparing young people for earning a living, what other social functions are performed by formal education systems? [6]

Social functions of the education system include: transmission of core values; development of individuality and personal interests; social control.

Level 1: One or two functions may be identified, but with little or no development. 0 - 3

Level 2: A range of appropriate functions are identified and described accurately. 4 - 6

(d) How far do all social groups benefit equally from the formal education system in modern industrial societies? [8]

Level 1: A scant answer with a few disjointed appoints about education in general would fit this band. 0 - 3

Level 2: A few relevant comments about who benefits from the education system will be offered, but the answer will be somewhat restricted in the range and/or depth of points made. 4 - 6

Level 3: Answers at this level will demonstrate a good understanding of the relevant issues and sociological material. At the top of the band there may be references to relevant theories, such as the functionalist and Marxist. Specific social groups will be considered and issues of class, ethnicity and gender may be addressed. 7 - 8

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Section C: Crime, Deviance and Social Control

5 Youth subcultures are sometimes seen as a form of resistance to the mainstream culture.

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

A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

(b) Describe two influences on the way that young people view themselves. [4]

Influences include, for example, the family, education, peer group, media, etc. One mark for each relevant point and one mark for describing accurately each example (2 x 2).

(c) What factors explain the growth of youth subcultures 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 factors are identified and, at the top end of the mark range, the factors will be explained in reasonable detail. 4 - 6

(d) How far do youth subcultures represent a threat to the mainstream values 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 a fairly descriptive account of one or more youth subcultures. 4 - 6

Level 3: Answers will demonstrate a good understanding of youth subcultures and there will be an attempt to assess how far they represent a threat to the dominant values of society. 7 - 8

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6 What is seen as deviant in one culture may not be seen as deviant in another.

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

A deviant is a person who acts against the accepted norms and standards of society. A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

(b) Describe two examples of how definitions of deviance may vary between cultures. [4]

There are a wide range of possible examples, such as cultural differences in attitudes to alcohol consumption, dress code, drug use, sexual orientation, and more relating to the consumption of food.

(c) Why might an act be defined as deviant when performed by one social group, but not when performed by members of another? [6]

Level 1: A few basic observations about the socially relative nature of deviance would be worth 2 or 3 marks. There may be few, if any, links to specified social groups in answers at this level. 0 - 3

Level 2: Examples will be used to show why the acts of certain social groups may be defined as deviant while the similar acts of other social groups are not so labelled. Good answers are likely to include references to sub-cultural theory and/or the process of labelling. 4 - 6

(d) To what extent can deviance be explained in terms of labelling theory? [8]

Level 1: Answers at this level are likely to be confined to a few simple remarks about the supposed causes of deviance, with little support from appropriate sociological evidence and theory. 0 - 3

Level 2: A simple descriptive response that demonstrates some knowledge of labelling theory would fit this level. Accounts of labelling theory that are linked to the phenomenon of deviance specifically are likely to feature at the top of the band. 4 - 6

Level 3: Responses at this level will reveal a sound understanding of labelling theory and there will be an attempt to assess the strengths and/or limitations of that approach to explaining deviance. 7 - 8

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Section D: Mass Media

7 It is sometimes claimed that those who own the mass media have too much power.

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

A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

(b) Describe two trends in the control of the mass media in modern industrial societies. [4]

One mark for each relevant trend and one mark for describing accurately each example (2 x 2).

(c) In what ways may ownership of the mass media be a source of power in society? [6]

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

Level 2: Several appropriate points will be made and the answer will show good sociological understanding of the nature of power in relation to ownership of the mass media. 4 - 6

(d) To what extent are the owners of the mass media able to control what is published and broadcast? [8]

Level 1: A few general points based on commonsense rather than sociological insight would fit this band. 0 - 3

Level 2: A few relevant sociological observations are made, possibly relying on a descriptive account of who owns and controls the media. 4 - 6

Level 3: Answers will demonstrate a good understanding of the issues raised by the question and there will be an attempt to assess the extent to which the owners of the media are able to control what is published and broadcast. 7 - 8

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8 The mass media play a major role in agenda setting in modern industrial societies.

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

Agenda setting refers to deciding what subjects the mass media will report or bring to the public's attention. A clear and accurate definition along these lines = 2 marks, 1 mark for evidence of partial understanding.

(b) Describe two examples of how the mass media may influence political attitudes. [4]

One mark for each example identified and one mark for describing accurately each example (2 x 2).

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

Level 1: A few relevant observations that demonstrate some understanding of the role of journalists in news reporting may be worth two or three marks. 0 - 3

Level 2: A sound understanding of how journalists select and present news would fit the bottom of the band. A more developed answer with evidence of good sociological understanding would merit full marks. 4 - 6

(d) What explanations have been offered for the way that the mass media influence people's 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 would fit this band. 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: Answers will demonstrate a good understanding of the main explanations. At the top of the band there will be an attempt to assess the different explanations or reach well-reasoned conclusions in some other way. 7 - 8

