

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Ordinary Level

MARK SCHEME for the October/November 2008 question paper

2251 SOCIOLOGY

2251/02

Paper 2, maximum raw mark 60

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began.

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.

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Section A: Family

1 In modern industrial societies the roles within the family have changed considerably.

(a) What is meant by the term *role*?

[2]

The socially accepted patterns of behaviour associated with a particular status. A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark

(b) Describe *two* examples of how roles within the family have changed since the nineteenth century.

[4]

Examples = 2 marks. Description/explanation = 2 marks.

(c) Explain how the roles of children within families have changed since the nineteenth century?

[6]

0–3 A few basic points, possibly relying on assertion or generalisation.

4–6 Appropriate explanations which demonstrate sound understanding of the relevant issues. To reach the top of the band depth and/or breadth will be evident.

(d) To what extent and how far are the roles performed by men and women in the family today based on equality?

[8]

0–3 A few commonsensical points, relying on assertion and overgeneralization.

4–6 Relevant sociological observations will appear, possibly offering a fixed answer rather than exploring different perspectives.

7–8 Candidates will provide a well-informed account of the relevant debates surrounding sexual equality and conjugal roles in modern society. To reach the top of the band a well-reasoned conclusion will appear.

2 The traditional way of life usually gives rise to the extended family. Social change and economic development often leads to the break up of the extended family.

(a) What is meant by the term *extended family*?

[2]

A family with two or more generations living in the same household. A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

(b) Explain *two* reasons why traditional ways of life are usually associated with the extended family?

[4]

Reasons = 2 marks. Description/explanation = 1 mark.

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- (c) Explain why the break-up of the extended family often comes about as the economic development.

Reasons include: increased opportunities for social and geographical mobility; greater financial independence for smaller family units and individual family members; and the weakening of traditional and religious values.

0–3 A few basic points, relying on assertion and overgeneralization.

4–6 Two or more appropriate reasons will be offered. To reach the top of the band a well-developed account may be supported by relevant examples.

- (d) To what extent does the decline of the extended family mean that family life is less important in modern industrial societies? [8]

The family is still very important in some cultures e.g. among the immigrant population. Basic functions are still performed primarily by the family and the family still plays a part in secondary functions e.g. education, health care. However, some of the functions of the family have been taken over by the state.

0–3 A few commonsensical points rather than sociological insight will appear at this level.

4–6 A few relevant sociological observations surrounding the modern family will be offered.

7–8 To reach the top of the band a clear and balanced discussion will be offered.

Section B: Education

- 3 One way that children from poor families can achieve upward social mobility is through the formal education system.

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

The academic or vocational knowledge and training provided by schools and colleges = 2 marks.

- (b) Describe two ways in which the formal education system can provide poor families to achieve upward social mobility. [4]

Description/explanation = 2 marks.

- (c) Explain why many children from poor families underachieve at school. [6]

0–3 A few basic points with little sociological backing.

4–6 A range of factors covering relevant points will be offered e.g. low expectations; needing to leave school to get a job; having to pay for education; few role models, middle class nature of schooling, teachers and parental attitudes.

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- (d) To what extent can schools help improve the educational performance of pupils from poor families, and how likely are they to succeed?

0–3 A few commonsensical points, lacking development can be expected at this level.

4–6 A range of appropriate suggestions will appear at this level including; compensatory education programmes, strategies to promote equal opportunities e.g. mixed ability teaching, recruitment of teachers from working class backgrounds, home/school initiatives, encouraging role models of deprived children being successful at school.

7–8 To reach the top of the band the second part of the question (how likely are they to succeed) must be answered.

- 4 Pupils learn what is expected of them (for example, social class, gender and ethnic identity) through the hidden curriculum.

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

All things that pupils learn at school which are not part of the official curriculum = 2 marks

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

Description/explanation = 2 marks

- (c) Explain how the peer group can influence the values and expectations of pupils? [6]

0–3 A few basic points around the educational performance of pupils. One or two very limited points that are directly relevant to the question would be worth 2 or 3 marks.

4–6 A range of points explaining how the peer group can influence the values and expectations of pupils. To reach the top of the band points will need to be developed and relevant.

- (d) To what extent is the educational performance of pupils influenced by their interaction with teachers? [8]

0–3 A few basic examples of how teachers can affect the educational performance of their pupils.

4–6 A range of points will be offered at this level but may lack assessment/development.

7–8 Answers in this band will address both parts of the question, though they may not be given equal weighting.

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Section C: Crime, Deviance and Social Control

- 5 Social control can be formal or informal. In small scale tribal societies social control is mostly informal.**

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

The mechanisms that society uses to ensure conformity.

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

Two marks for each description.

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

0–3 A few basic points about social control, with little or no development.

4–6 More detailed answers are expected at this level, detailing the different mechanisms used to achieve social control in small tribal societies such as ritual, intermarriage, ostracism, religion and publicly voiced complaints.

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

0–3 A few points outlining who benefits from social control with little or no sociological detail. Answers at this level may be list like.

4–6 Candidates may consider Pluralist versus Marxist views of social control.

7–8 Answers in this band will be broader and deeper and will be balanced and well expressed.

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

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

Crimes that are committed by young people, usually under the age of 18.

(b) Describe *two* reasons why rates of juvenile delinquency are higher in inner city areas? [4]

Description/explanation = 2 marks.

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- (c) Explain why a high proportion of recorded crime in modern industrial societies is attributed to young working class males.

Answers may include:

- home backgrounds may not be stable
- dealt with more harshly by police
- worse off financially than middle class
- criminal subcultures
- status frustration

0–3 Broadly relevant answers that contain a few simple points.

4–6 A wider range of relevant points will be covered and at the top of the band answers will be coherent and well expressed.

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

0–3 One or two isolated points about the pitfalls of official statistics in general and/or with reference to crime in particular would be worth 3 marks.

4–6 At this level candidates will offer a more solid critique of official crime statistics.

7–8 To reach the top of the band, there will be an attempt to assess/evaluate and an overall conclusion will be reached.

Section D: The Mass Media

- 7 The mass media often leave out important information and not all sides to a story are given equal coverage. They are often accused of bias and distortion in the way they present the news to the public.

- (a) What is meant by the phrase *bias and distortion*? [2]

One-sided or unfair reporting.

- (b) Describe *two* reasons why important information may be left out of a news report. [4]

Reasons = 2 marks. Description/explanation = 2 marks.

- (c) Explain how the process of gathering and editing news reports lead to bias and distortion. [6]

0–3 A few simple but relevant observations, with little development.

4–6 A range of relevant points will be covered. Where the points are accurate and well developed a mark at the top of the band would be justified.

Points include:

- people are more interested in 'bad' news e.g. crime, war, disasters
- reporters tend to emphasise the sensational and photogenic
- some papers specialise in e.g. sleet/smut or foreign or business news

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(d) How far, and in what ways, do the owners of newspapers control what is published?

- 0–3 Generalised or commonsensical answers can be expected in this band, with little understanding of the question.
- 4–6 Answers which demonstrate a sound sociological knowledge of the subject and identify how and why owners may control the content of newspapers will appear in this band.
- 7–8 To reach the top of the band candidates must show some attempt to assess the extent to which the owner controls what is published.

8 In modern industrial societies advertising can influence the type of goods and services that are bought. It may also shape the way that people see themselves and the lifestyle choices they make.

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

The things that people spend their money on and the leisure activities and fashion styles they pursue. A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

(b) Describe *two* examples of how advertising may influence the lifestyle choices people make. [4]

E.g. aspirational, subliminal and those that target emotionally vulnerable groups.
Examples = 2 marks. Description/explanation = 2 marks.

(c) Explain the purposes of advertising. [6]

Advertising provides information; competition, brand identities and loyalties, can create demand through persuasion and helps to shape lifestyles.

0–3 A few observations, possibly relying on assertion or overgeneralization.

4–6 A range of appropriate purposes of advertising will be explained in reasonable detail.

(d) How far, and in what ways, are lifestyle choices influenced by factors other than advertising? [8]

Relevant points include:

- income and status
- peer group pressure
- media influences, e.g. pop music, fashion, films
- individual values
- subcultures
- green issues
- health and fitness consciousness
- social issues

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- 0–3 A few basic or general points based on commonsense rather than sociological
- 4–6 A few relevant sociological points will be made, but may remain undeveloped. detail would justify a mark at the top of this band though the range of points may narrow.
- 7–8 A wider range of relevant factors will be discussed in reasonable detail and a well reasoned conclusion may be offered.