SOCIOLOGY	**2251/01**
Paper 1	**For Examination from 2015**
SPECIMEN MARK SCHEME	
	2 hours (including 15 minutes' reading time)

MAXIMUM MARK: 80

CAMBRIDGE International Examinations

[Turn over

Section A: Theory and method

1 (a) **From the evidence in Source A, identify the <u>two</u> groups who are most satisfied with their lives.** **[2]**

- Married people or those in civil partnerships
- People in employment

(b) **Identify <u>two</u> ways of selecting a sample for a questionnaire survey.** **[2]**

Samples can be selected using any of the following methods:
- Random
- Non-random
- Stratified
- Systematic
- By quota
- Snowballing
- Any other reasonable response.

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

(c) **Using information from Source A, describe <u>two</u> reasons why it might be difficult to measure happiness using questionnaires.** **[4]**

Candidates will be expected to identify from the source that the measure of happiness was from 'yesterday', i.e. one day only. They might then reasonably suggest that:
- The results might not be representative
- Respondents may not understand the question
- The language used to frame the question may be ambiguous, i.e. happiness is subjective therefore responses may lack validity
- Quantitative methods are not appropriate to collect data about feelings
- Respondents may lie
- Any other reasonable response.

Band 0
No creditworthy response.

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

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

(d) **Describe <u>two</u> strengths of using questionnaires for sociological research.** **[4]**

Candidates will be expected to describe any of the following:
- Cheap to produce
- Quick to administer
- Easy to use
- Reach a large research population

- Cover a large geographical area
- Answers from closed questions are easily quantifiable
- Useful for asking personal/embarrassing questions if not administered face to face
- Any other reasonable response.

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

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

Strengths
- Cheap or free to access
- Easy to access
- Available on internet
- Usually cover large population
- Usually well planned and professionally conducted
- Can be used to identify long term trends
- Current and up-to-date
- High reliability.

Limitations
- May not measure exactly what the sociologist wants
- May not use the same terminology
- May have been manipulated for political reasons (e.g. definitions used of crime, unemployment, poverty may have been changed)
- There may be problems with how data was collected (e.g. iceberg theory/dark figure of crime)
- Not up-to-date
- Quantitative data doesn't provide views or opinions
- Lacks validity
- Other reasonable responses.

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

(f) Explain why positivists prefer using large-scale surveys. **[10]**

Candidates need to demonstrate an understanding of the positivist tradition and the preference for methods that produce quantitative data, that can be used to make generalisations, and methods which are seen as reliable.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers at this level are likely to show limited understanding and be based on common sense or demonstrate little in the way of clear sociological knowledge or terminology. e.g. *surveys are used to get answers from many people*. At the top of the band candidates may begin to use some appropriate knowledge or terminology. Candidates may only give one reason.

Band 2 (4–7)
At the bottom of the band, candidates demonstrate basic understanding of the issue **and** begin to use some appropriate knowledge and terminology. Supporting explanation may be weak or over simplistic. e.g. *'Sociologists prefer to use large scale surveys because they produce more data.'* At the top of the band, candidates use appropriate knowledge and terminology but may not fully focus on the question. Candidates are likely to offer more than one reason. e.g. *'Positivists prefer to use large scale surveys because they produce data for generalisations.'*

Band 3 (8–10)
The candidates' answer is fully focused on the question. e.g. *'Positivists prefer to use large scale surveys because they produce more quantitative data which can be used to generalise and identify patterns and trends'*. There is evidence of good use of sociological terms and candidates may make clear reference to the concept of reliability and understand the link between this and the method used. At the top of the band, candidates should offer a range of reasons as well as demonstrate accurate use of sociological concepts.

(g) To what extent do quantitative research methods lack validity? **[15]**

Candidates should show an awareness of what is meant by the concept of validity i.e. research that represents what it claims to represent and the debate about the value of quantitative versus qualitative data. Candidates may talk about the strengths and limitations of various methods but this must be in the context of validity. Methods that could be discussed to demonstrate lack of validity include e.g. official statistics, closed questions/questionnaires, surveys. Methods discussed to demonstrate validity could include e.g. open questions/questionnaires, semi- and unstructured interviews, observations.

Candidates might talk about:
For
- Quantitative research is not value free
- The methods make it difficult to examine complex social issues
- Lack the ability to establish Verstehen
- Interpretivist view of quantitative methods
- Scientific paradigm
- Doesn't provide opinions or views
- Data interpretation requires subjective judgement
- Any other reasonable response.

Against
- Qualitative research is also not value free
- Positivist views linked to need for a scientific approach
- Higher validity as not face-to-face (less embarrassing, no researcher effect)
- Any other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–4)
Answers in this band may be largely based on common sense showing limited or no knowledge of sociological terms or concepts. Candidates are unlikely to understand validity or quantitative research methods. e.g. *Questionnaires don't get many opinions.*

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

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

Band 4 (13–15)
Answers in this band will be clearly focused on the question and address the 'extent' of the methods' validity. Candidates will offer a range of arguments both for and against the question but this need not be balanced. They show excellent grasp of sociological terms and knowledge. At the top of the band there will also be an evaluative conclusion e.g. *it is generally regarded as true by interpretivists that these methods lack validity etc.*

Section B: Culture, identity and socialisation

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

Social construction: culturally defined roles, actions, interpretations, etc. As opposed to things which are natural or biological.

One mark for partial definition e.g. *'Roles that are learnt'*.
Two marks for clear definition e.g. *'Roles that are culturally determined rather than biological – for example youth'*.

(b) **Describe <u>two</u> agencies of secondary socialisation.** **[4]**

Candidates will be expected to identify and describe two from the following:
- Education
- Mass media
- Peers
- Workplace
- Religion.

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

(c) **Explain how canalisation may be used to shape gender identity.** **[6]**

Candidates need to demonstrate an understanding that canalisation is the process whereby parents give their children gender-specific goods that are considered appropriate for their gender.

Possible answers:
- Dolls for girls
- Toy cars for boys
- Pink and blue
- Ballet and football
- Any other reasonable response.

Band 0
No creditworthy response.

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

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

(d) Explain why gender roles vary from society to society. **[8]**

Candidates should show awareness that gender roles are not universal but are social constructs to meet the needs of a particular society or group within that society.

Possible answers:
- Feminist view of the nature of patriarchal society
- Gender role socialisation.
- Mead study and non-traditional gender roles
- Other cultural factors, including independence of women in modern industrial societies
- Influence of religion
- Differences in life chances
- Other reasonable responses.

Band 0
No creditworthy response.

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

Band 2 (4–6)
Answers in this band will show basic sociological knowledge and understanding. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Responses may be underdeveloped and lacking in range. Answers may focus on describing contrasting roles from different societies; this may include description of tribes from Mead's study, without any attempt to explain why they vary. e.g. *'In the Arapesh tribe both genders are gentle and 'feminine' but in the Mundugumor both genders were masculine.'* At the top of the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed.

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

(e) To what extent does globalisation threaten cultural diversity? **[15]**

Candidates should show an awareness of the globalisation debate and the impact of multi-national companies, particularly media multi-nationals, on the unique cultural identity of many societies. Specific local examples should be credited.

Possible answers
For
- Westernisation or 'MacDonaldisation' of many cultures and youth sub-cultures
- Post-modern ideas about the rise of the media
- Cultural homogeneity/sameness
- Youth sub-cultures

- Other reasonable responses.

Against
- Less affected poorer areas where there is little opportunity to trade
- Less impact on largely illiterate or not computer literate populations
- Attempts to protect culture, language and identity – e.g. multicultural education
- Existence and development of hybrid identities
- Other reasonable responses.

Band 0
No creditworthy response.

Band 1 (1–4)
Answers in this band may be vague and largely based on common sense showing limited knowledge of globalisation and/or cultural diversity. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided. e.g. *Everything is the same because of the internet; everyone has the same music and fashion.*

Band 2 (5–8)
In this band candidates will show some basic knowledge of globalisation and/or cultural diversity. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may describe both globalisation and cultural diversity. e.g. *Everything is becoming the same because American films and businesses like MacDonalds are dominant right across the world.*

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

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

Band 4 (13–15)
Answers in this band will show excellent knowledge and understanding of globalisation and cultural diversity. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion. e.g. *Although globalisation has occurred to some extent this does not mean that westernisation has occurred there is evidence of diversity and hybridisation. Bollywood has influenced Hollywood and vice versa also there are still parts of the world that maintain strong links with their traditional culture and identity.*

Section C: Social inequality

3 **(a)** **What is meant by the term 'poverty line'?** **[2]**

A level of income below which a person is said to be in poverty.

One mark for partial definition. E.g. *'when you don't have enough to eat'*.
Two marks for full definition e.g. the level below which a person is considered to be in poverty.

(b) **Describe <u>one</u> example of absolute poverty and <u>one</u> example of relative poverty.** **[4]**

Absolute poverty: Not having the basics necessary for survival e.g. sufficient food or shelter.

Relative poverty: Not having what is generally believed essential to life in a society, e.g. carpets, central heating etc. NB: things like mobile phones or internet access are acceptable as examples if justified with reference to social exclusion.

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

(c) **Explain what measures governments have taken to reduce the extent of poverty.** **[6]**

Candidates need to show an understanding of how government policy can be used to reduce poverty. Examples from the UK would include free school meal, milk for under-fives, minimum wage and family tax credits. Candidates should also be given credit for relevant examples from their own society or historic examples.

Possible answers:
• Use of taxation
• Through legislation
• Through education
• Through the/a benefit systems
• Any other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of the concept of the measures available to government to reduce poverty. Responses may be short and un/under developed. At the top of the band, there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points which may be list like in nature. e.g. *governments might educate people on ways to have fewer children so there are fewer mouths to feed.*

Band 2 (4–6)
A clear and accurate explanation showing good sociological knowledge and understanding of the measures which governments might take to reduce poverty. The answer will be supported by relevant examples. Sociological terms should be expected in this band. Credit should be given for arguments with valid evidence that governments may do little to reduce poverty but these arguments must go beyond the common sense at this level. At the top of

the band candidates will use sociological terms and concepts and refer to a range of measures.

(d) Explain why sociologists have found it difficult to define and measure poverty.   [8]

Candidates need to show an awareness of the different measures of poverty and an understanding of the link between definition and measurement.

Possible answers:
- Discussion of various types of poverty index
- Various measures e.g. relative, absolute etc.
- Work of various research groups like the Rowntree foundation
- Peter Townshend's definition
- Other reasonable responses.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of why sociologists have found it difficult to measure poverty. There may be some discussion of poverty but it may not be directed to the question. Responses may be short and undeveloped. Sociological terms and concepts are unlikely to be used. At the top of the band, candidates may offer more than one weak point or they may show some awareness of issues relating to absolute poverty.

Band 2 (4–6)
Answers in this band will show basic sociological knowledge and understanding. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Responses may be underdeveloped and lacking in range. Answers may focus on describing the different measures of poverty or the work of key researchers. At the top of the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed. e.g. *There are different ways of measuring poverty, it can be absolute or relative. Relative poverty is more difficult to define this is where it depends on what other people have compared to you.*

Band 3 (7–8)
Answers in this band will show good sociological knowledge and understanding of the various definitions/measures of poverty and will be well developed and explained. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout. There will be awareness that 'poverty' is an emotive issue and that those undertaking research for governments may choose to measure poverty in a way that makes it seem less of a problem. e.g. *Sociologists have struggled to define and measure poverty because measures are often subjective and relative to the society being studied. Also if the researcher is using official statistics on poverty there may be issues relating to the validity of the data. Governments may seek to hide the true extent of poverty for political reasons. This may be done by creating a 'new' measure of poverty that excludes some groups from the definition.*

(e) **To what extent will children born into poor households never escape poverty?** **[15]**

Candidates need to show an awareness of the debate over the life chances of those born into poverty.

Possible answers:
For
- The impact of poverty on health and life expectancy
- Impact on educational achievement
- Chances of upward social mobility
- The cycle of deprivation
- The culture of poverty
- Cultural and structural explanation of poverty
- Other reasonable responses.

Against
- Meritocratic education system offering opportunity to gain good qualifications
- Democratic freedoms
- Market opportunities in capitalist system
- Any other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–4)
Answers in this band may be vague and largely based on common sense showing limited knowledge of the impact of poverty on life chances. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided e.g. *children would stay poor because they can't go to school.*

Band 2 (5–8)
In this band candidates will show some basic knowledge of the impact of poverty on life chances. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may describe the impact of poverty on poor children e.g. *Children who live in poor households live in poor housing. They often get sick and can't go to school.*

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

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

Band 4 (13–15)
Answers in this band will show excellent knowledge and understanding of poverty and its impact on the life chances of children. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided candidates recognising that there are opportunities for children to get out of poverty. At the bottom of the band, some attempt at a conclusion will be made. At the top of

the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion. *e.g. The extent to which children from poor households may be able to break out of poverty and be upwardly mobile is limited by their lack of life chances from an early age but there are some limited opportunities, like free access to education, that may enable them to achieve upward mobility.*