

## MARK SCHEME for the October/November 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 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.

The grade thresholds for various grades are published in the report on the examination for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses.

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

CIE is publishing the mark schemes for the October/November 2006 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



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**Section A: Family**

**1. The functions performed by families have changed as societies have modernised.**

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

Functions may be defined as the socially prescribed contribution or roles of a social institution. A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

- (b) Describe two functions that families perform in traditional societies.** **[4]**

Relevant functions include, for example, welfare, economic, education, health care, socialisation, care of young children etc. One mark for each function identified and one mark for describing accurately each function (2 × 2).

- (c) How have family functions changed as societies have modernised?** **[6]**

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

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

0 – 3

Level 2: A clear and accurate explanation is offered. At the top of the band, answers will reach appropriate and well- reasoned conclusions.

4 – 6

- (d) To what extent is the family in decline in modern industrial societies?** **[8]**

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

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

0 – 3

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

4 – 6

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

7 – 8

**2. Over the last century there has been a sharp rise in the divorce rate in most industrialised societies. However, divorce is not the only form of marital breakdown.**

- (a) What is meant by *divorce*?** **[2]**

Divorce refers to the legal termination of a marriage. The legal nature of the termination must be noted for two marks: one mark for evidence of partial understanding.

- (b) Describe two other forms of marital breakdown.** **[4]**

Other forms of marital breakdown include separation, desertion and unhappy marriages. One mark for each example identified and one mark for describing accurately each example (2 × 2).

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**(c) Why are divorce rates rising rapidly in most Industrial societies? [6]**

Relevant factors include: changes in the law making divorce easier to obtain; growing independence of women; the cost of divorce is no longer prohibitive; less social stigma attached to divorced people; etc.

Level 1: At this level the answer will be confined to just one or two relevant factors, with little depth of understanding. 0 – 3

Level 2: A basic review of several relevant factors 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 are the effects on society of a high divorce rate? [8]**

Beware of prescriptive answers. The effects should be discussed in terms of, for example, the costs of supporting single parent families, the possible (though debatable) links between broken homes and social problems such as juvenile delinquency and teenage suicide, and the impact on attitudes to marriage and family life.

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 made, possibly confined to a narrow range of points, would fit the bottom of the band. A wider range of effects or more detailed treatment of a few effects would merit the top of the band. 4 – 6

Level 3: Answers will demonstrate a good understanding of the issues raised by the question and a range of effects will be considered in reasonable detail. 7 – 8

**Section B: Education**

**3. Schools play a major role in the socialisation process and this occurs mainly through the hidden curriculum. Bowles and Gintis argue that schools are important in preparing young people to be hard working and obedient members of the workforce.**

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

The hidden curriculum may be defined as the 'unstated agenda' involved in school organisation and teachers' attitudes that develops behaviour and beliefs that are not part of the formal timetable. A clear and accurate definition along these lines = 2 marks, 1 mark for evidence of partial understanding.

**(b) Describe two examples of how schools may reinforce gender roles. [4]**

Schools may reinforce gender roles through, for example, differences in subject choice, attitudes of teachers, use of education materials that portray traditional gender roles, etc. One mark for each example identified and one mark for describing accurately each example (2 × 2).

**(c) What is the role of the 'self-fulfilling prophecy' in relation to educational achievement? [6]**

Level 1: A few relevant observations that demonstrate some understanding of the 'self-fulfilling' prophecy idea may be worth two or three marks. 0 – 3

Level 2: A sound understanding of how the self-fulfilling prophecy works would fit the bottom of the band. A more developed answer with evidence of good sociological understanding would merit full marks. 4 – 6

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**(d) To what extent do schools prepare young people to be obedient members of the workforce? [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 Bowles and Gintis' theory, whether or not these sociologists are mentioned by name. A general functionalist account of the roles performed by schools would merit no more than four marks. 4 – 6
- Level 3: Answers will demonstrate a good understanding of the issues raised by the question and there will be some attempt to assess the extent to which schools prepare young people to be obedient members of the workforce. 7 – 8

**4. Some groups benefit more than others from the formal education system in modern industrial societies.**

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

Formal education is the form of education provided by schools and colleges through organised and structured learning. A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

**(b) Describe two ways in which formal education may improve a person's chances of being successful in society. [4]**

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

**(c) What problems do children from poor families face in being successful at school? [6]**

- Level 1: A few basic observations, possibly relying mainly on assertion and with some over-generalisation. 0 – 3
- Level 2: Several appropriate problems are identified and, at the top end of the mark range, the candidate may cover factors relating to both the home background and the school. 4 – 6

**(d) How far would compensatory education programmes improve the opportunities of children from poor families? [8]**

- Level 1: A few general points based on commonsense rather than sociological insight can be expected at this level. 0 – 3
- Level 2: Answers will demonstrate a basic understanding of the concept of compensatory education and there will be an attempt to show how it may improve the opportunities of children from poor families. 4 – 6
- Level 3: As for the previous band, though there will also be an attempt to assess how far compensatory education programmes improve the opportunities of children from poor families. 7 – 8

**Section C: Crime, Deviance and Social Control**

**5. The existence of the 'dark figure' means that official crime statistics fail to provide a complete record of the amount of crime that is committed in society.**

**(a) What is meant by the term '*dark figure*'? [2]**

The dark figure of crime may be defined as the amount of crime that is unknown to the police and goes undetected. A clear and accurate definition along these lines would = 2 marks; an incomplete definition showing some understanding = 1 mark.

**(b) Describe two reasons why some crimes are never reported to the police. [4]**

One mark for each reason identified and one mark for describing accurately each reason (2 × 2).

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- (c) **Why might certain types of crime receive more attention from the police than other types of crime?** [6]

The police may focus on certain types of crime for a number of reasons; shortage of resources, influence of policy makers and the media, moral panics, seriousness of the offence, police perceptions of different groups of criminals, etc.

Level 1: A few relevant observations based mainly on commonsense knowledge may be worth two or three marks. 0 – 3

Level 2: A few relevant points based on sound sociological understanding would fit the bottom of the band. A wide range of points demonstrating good sociological understanding would merit full marks. 4 – 6

- (d) **How far are victim studies and self-report studies more reliable than the official statistics in measuring the amount of crime?** [8]

Level 1: Answers at this level may be largely tangential to the questions. A few basic observations about self-report or victim studies may be worth three marks. 0 – 3

Level 2: At this level we might expect a solid descriptive account of self-report and/or victim studies. The more detailed and developed the account, the higher in the band it would go. At this level there need be no attempt to offer any assessment. 4 – 6

Level 3: The answer will demonstrate good understanding of self-report and victim studies and there will be some attempt to assess how far these alternative ways of measuring crime are more reliable than the official statistics. 7 – 8

**6. Police records suggest that it is mainly working class young men living in the inner city who become involved in juvenile delinquency.**

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

Juvenile delinquency refers to criminal offences committed by young people, usually teenagers. A clear and accurate definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

- (b) **Describe two reasons why young women appear to commit fewer crimes than young men.** [4]

One mark for each reason identified and one mark for describing accurately each reason (2 × 2).

- (c) **Why does so much crime appear to be committed in inner city areas?** [6]

Detection rates are higher in inner city areas and more police resources may be devoted to policing the inner city. There may also be less scope to conceal crime in the inner city and the high crime in these areas may also reflect the correspondingly high levels of social deprivation.

Level 1: A few relevant observations based mainly on commonsense knowledge may be worth two or three marks. 0 – 3

Level 2: A few relevant points based on sound sociological understanding would fit the bottom of the band. A wide range of points demonstrating good sociological understanding would merit full marks. 4 – 6

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- (d) **How far can the high incidence of crime among young working class men be explained in terms of the actions of the police?** [8]

The influences on policing decisions may well play a key part in explaining why so many crimes appear to be committed by young working class males, but other factors also need to be considered e.g. social deprivation, alienation, and concerns specific to youth and young men.

Level 1: Answers at this level may be largely tangential to the question. A few basic observations about youth and crime may be worth three marks. 0 – 3

Level 2: At this level we might expect a solid descriptive account of the cause of crime. The more detailed and developed the account, the higher in the band it would go. At this level there need be no attempt to offer an assessment. 4 – 6

Level 3: The answer will demonstrate good understanding of the issues raised by the question and there will be some attempt to assess how far the actions of the police help to explain the high incidence of crime among young working class males. 7 – 8

#### Section D: Mass Media

7. **News reporting may contain bias and distortion. It may also give undue attention to the ‘official’ view of events.**

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

Bias may be defined as one-sided and unfair treatment of a subject. A clear and accurate definition along these lines = 2 marks; 1 mark for evidence of partial understanding.

- (b) **Describe two examples of how news reporting may fail to provide an accurate view of events.** [4]

Examples may come from a wide range of sources and should be judged on their merits. One mark for each reason identified and one mark for describing accurately each reason (2 × 2).

- (c) **What processes in the gathering and editing of news might lead to distortion in the reporting of events?** [6]

Answers may refer to factors such as the directions of editors and owners, views about what is newsworthy, the time and resources available for reporting the story, hierarchies of credibility, journalistic interests, etc.

Level 1: A few relevant observations based mainly on commonsense knowledge may be worth two or three marks. 0 - 3

Level 2: A few relevant points based on sound sociological understanding would fit the bottom of the band. A wide range of points demonstrating good sociological understanding would merit full marks. 4 - 6

- (d) **How far do the mass media serve the interests of powerful individuals and social groups.** [8]

The discussion may be couched in terms of which individuals/groups benefit most from the mass media. In higher quality answers, this may be linked to relevant theoretical discussions, such as the debate between pluralists and Marxists.

Level 1: Answers at this level may be largely tangential to the question. A few basic observations about the mass media in general may be worth two or three marks. 0 – 3

Level 2: At this level we might expect a solid descriptive account of who owns and controls the mass media. The more detailed and developed the account, the higher in the band it would go. At this level there need be no attempt to offer any assessment. 4 – 6

Level 3: The answer will demonstrate good understanding of the issues raised by the question and there will be some attempt to assess how far the mass media serve the interests of the rich and powerful. A good account of the pluralist versus Marxist theory of media influence and control would merit full marks. 7 – 8

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**8 The mass media are a strong influence on the lifestyles of individuals and groups in modern industrial societies. Advertisements featuring film stars and other celebrities play an important role in this process.**

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

Lifestyle may be defined as the way of life of an individual or group based on decisions about income, expenditure and personal goods and values. A clear and accurate definition along these lines = 2 marks; 1 mark for evidence of partial understanding.

**(b) Describe two examples of how advertising may influence people's behaviour. [4]**

Examples may come from a wide range of sources and should be judged on their merits. One mark for each reason identified and one mark for describing accurately each reason (2 × 2).

**(c) Why are celebrities often used to promote products in advertisements? [6]**

Opportunity here to discuss the importance of role-models and style leaders in relation to advertising. Links to the concepts of lifestyle and identity would also be relevant in answering the question.

Level 1: A few relevant observations based mainly on commonsense knowledge may be worth two or three marks. 0 – 3

Level 2: A few relevant points based on sound sociological understanding would fit the bottom of the band. A wide range of points demonstrating good sociological understanding would merit full marks. 4 – 6

**(d) How far do the mass media reinforce gender divisions in modern industrial societies? [8]**

Level 1: Answers at this level may be largely tangential to the question. A few basic observations about the portrayal of women and men in the mass media may be worth two or three marks. 0 – 3

Level 2: At this level we might expect a solid descriptive account of how women are portrayed in the media. The more detailed and developed the account, the higher in the band it would go. At this level there need be no attempt to offer any assessment. 4 – 6

Level 3: The answer will demonstrate good understanding of the issues raised by the question and there will be some attempt to assess how far the mass media reinforce gender divisions in modern industrial societies. 7 – 8