



# Indian School Al Wadi Al Kabir

## Assessment 1 Marking Scheme

SOCIOLOGY (Code:039)

Class: XI

Date:24/09/2024

Time: 3 Hours

Max. Marks: 80

### General Instructions:

1. The question paper is divided into four sections.
2. There are 35 questions in all. All questions are compulsory.
3. Section A includes question No. 1-16 of 1 mark each.
4. Section B includes question No.17-25. These are very short answer type questions carrying 2 marks each. Answer to each question should not exceed 150 words.
5. Section C includes question No. 26-32. They are short answer type questions carrying 4 marks each. Answer to each question should not exceed 250 words.
6. Section D includes question No. 33-35. They are long answer type questions carrying 6 marks each. Answer to each question should not exceed 450 words each.
7. There are 5 pages in this question paper.

	SECTION A	
1.	The process by which individuals learn and adopt the norms and values of their society is called: a. Assimilation <b>b. Socialization</b> c. Acculturation d. Globalization	1
2.	A factual enquiry carried out in any given area of sociological study is called ____ <b>a. Empirical investigation</b> b. Scientific investigation c. Forensic investigation d. Pathological investigation	1
3.	Assertion (A): The Functionalists theorists usually would see social control more as a mechanism to impose the social control of dominant classes on the rest of society Reason (R): The groups and societies of which we are a part exert a conditioning influence on our behaviour a. Both A & R are true and R is the correct explanation of A b. Both A & R are true but R is not the correct explanation of A c. A is true but R is false <b>d. A is false but R is true</b>	1
4.	_____ is called the father of Sociology	1

	<ul style="list-style-type: none"> <li>a. Emile Durkheim</li> <li>b. Karl Marx</li> <li>c. Herbert Spencer</li> <li><b>d. Auguste Comte</b></li> </ul>	
5.	<p>Social classes, status groups, age and gender groups, crowds can be seen as examples of _____</p> <ul style="list-style-type: none"> <li>a. Reference groups</li> <li>b. Primary groups</li> <li>c. Secondary groups</li> <li><b>d. Quasi groups</b></li> </ul>	1
6.	<p>Assertion (A): Social anthropology tended to study simple societies in all their aspects, as a whole. Reason (R): Sociologists have often relied on survey methods and quantitative data using statistics and the questionnaire mode.</p> <ul style="list-style-type: none"> <li>a. Both A &amp; R are true and R is the correct explanation of A</li> <li><b>b. Both A &amp; R are true but R is not the correct explanation of A</b></li> <li>c. A is true but R is false</li> <li>d. A is false but R is true</li> </ul>	1
7.	<p>The well-known sociologist M.N Srinivas observed while he was carrying out a census in Rampura in 1948 how distinctions were made between recent and later migrants. He writes-</p> <p><i>‘I heard villagers use two expressions which I came to realize significant the recent immigrants were almost contemptuously described as “nenne monne bandavartu” (came yesterday or the day before) while old immigrants were described as “arseheyinda bandavaru” (came long ago)...’</i></p> <p>What type of group is being referred to in the above?</p> <ul style="list-style-type: none"> <li>a. Secondary Group</li> <li>b. In group</li> <li>c. Reference group</li> <li><b>d. Out group</b></li> </ul>	1
8.	<p>Assertion (A): Weber was able to argue that religion, in this case Calvinism, does have an influence on economic development Reason (R): At the heart of capitalism is the concept of investment, which is about investing capital to make more goods, which create more profit, which in turn creates more capital.</p> <ul style="list-style-type: none"> <li><b>a. Both A &amp; R are true and R is the correct explanation of A</b></li> <li>b. Both A &amp; R are true but R is not the correct explanation of A</li> <li>c. A is true but R is false</li> <li>d. A is false but R is true</li> </ul>	1

9.	<p><i>In the colonial period many middle-class Indians aspired to behave like proper Englishman. What kind of group is this an example of?</i></p> <p>a. <b>Reference group</b>  b. Peer group  c. In group  d. Primary group</p>	1
10.	<p>The theory that focuses on the economic base of society and the conflicts arising from inequality is:</p> <p>a. Functionalism    b. Symbolic Interactionism  b. <b>Conflict theory</b>    d. Postmodernism</p>	1
11.	<p>Assertion (A): People perform their roles according to social expectations, i.e. role taking and role-playing.</p> <p>Reason (R): Status is the dynamic or behavioural aspect of role.</p> <p>a. Both A &amp; R are true and R is the correct explanation of A  b. Both A &amp; R are true but R is not the correct explanation of A  c. <b>A is true but R is false</b>  d. A is false but R is true</p>	1
12.	<p>_____ comprises of the cultural traits or traditions which are written and widely accepted by the elites of a society who are educated and learned.</p> <p>a. Little Tradition  b. Dominant Tradition  c. Subaltern Tradition  d. <b>Great Tradition</b></p>	1
13.	<p>According to Parmar's observations: <i>'They will not even drink water from our hands and they sometimes use abusive language when dealing with us. This is because they feel and believe that they are superior. It has been like that for years. No matter how well we dress they are not prepared to accept certain things'</i>.</p> <p>What is the mode of social stratification referred to here?</p> <p>a. Slavery  b. Feudal system  c. Class  d. <b>Caste</b></p>	1
14.	<p>Which form of marriage allows the individual to one spouse at a time?</p> <p>a. <b>Monogamy</b>    b. Polygamy    c. Polygyny    d. Polyandry</p>	1

15.	<p>Assertion (A): The main functional necessity (According to the Functionalist theory) explains the universal presence of social stratification in requirements faced by a society of placing and motivating individuals in the social structure.</p> <p>Reason (R): Social inequality or stratification is thus an unconsciously evolved device by which societies ensure that the most important positions are deliberately filled by the most qualified persons</p> <p><b>a. Both A &amp; R are true and R is the correct explanation of A</b>  b. Both A &amp; R are true but R is not the correct explanation of A  c. A is true but R is false  d. A is false but R is true</p>	1
16.	<p>Which country was the center of the Industrial Revolution.</p> <p>a. Japan  <b>b. England</b>  c. America  d. India</p>	1
<b>SECTION B</b>		
17.	<p>What is Enlightenment or the 'Age of Reason'?</p> <p>Ans: During the late 17<sup>th</sup> and 18<sup>th</sup> centuries, Western Europe saw the emergence of radically new ways of thinking about the world. Referred to as the Enlightenment, these policies established the human being at the centre of the universe, and rational thought as the central feature of the human being.</p>	2
18.	<p>What is Sociology?</p> <ul style="list-style-type: none"> <li>Sociology is a scientific and comprehensive study of human society.</li> <li>The very origin of the word 'Sociology' comes from the Latin word 'Socius' (companion) and the Greek word Ology (study of), to indicate its nature as a hybrid discipline.</li> <li>August Comte, a French philosopher coined the term Sociology in 1838 and called it the science of human associations. He is known as the 'Father of Sociology'. The contributions of Durkheim, Spencer and Max Weber is significant to develop Sociology as a separate discipline.</li> </ul>	2
19.	<p>Explain the main features of Industrial Revolution</p> <p>The foundations of modern industry were laid by the Industrial Revolution, which began in Britain in the late 18<sup>th</sup> and early 19<sup>th</sup> centuries. It had two major aspects:</p> <ol style="list-style-type: none"> <li>The first was the systematic application of science and technology to industrial production, particularly the invention of new machines e.g. Spinning Jenny and the harnessing of new sources of power e.g. Steam.</li> <li>Secondly, the industrial revolution also evolved new ways of organizing labour and markets on a scale larger than anything in the past.</li> </ol>	2

20.	<p>What is the sociological meaning of 'state'?</p> <p>Modern states are very different from traditional states. These states are defined by sovereignty, citizenship and, most often, ideas of nationalism. The functionalist perspective sees the state as representing the interests of all sections of society. The conflict perspective sees the state as representing the dominant sections of society.</p>	2
21.	<p>Write a short note on the French Revolution Ans: The French Revolution (1789) announced the arrival of political sovereignty at the at the level of individuals as well as nation-states.</p> <p>-The Declaration of Human Rights asserted the equality of all citizens and questioned the legitimacy of privileges inherited by birth.</p> <p>- It signalled the emancipation of the individual from the oppressive rule of the religious and feudal institutions that dominated France before the Revolution.</p>	2
22.	<p>Capitalism is a system of economic enterprise based on market exchange. 'Capital' refers to any asset, including money, property and machines, which can be used to produce commodities for sale or invested in a market with the hope of achieving a profit. This system rests on the private ownership of assets and the means of production.</p>	2
23.	<p>Explain the importance of social control Ans: The term 'social control' refers to the social process by which the behaviour of individuals or group is regulated. Society is a harmonious organization of human beings and expected to perform their functions accordingly. In order to exist and progress society has to exercise certain control over its members, such controls are termed as social control. Consequently, social control is a pervasive feature of any society.</p> <p>Social control helps to restrain the unwanted behaviour of the individuals and the groups. It is an influence, exercised by society for promoting the welfare of the group as a whole.</p>	2
24.	<p><b>Explain briefly social fact as interpreted by Durkheim</b></p> <p>Ans: Durkheim writes, "<b>Social facts</b> are those ways of working, thinking and feeling which are exterior to man and which controls the man by their power of constraint". These social facts could be observed via social behavior, and specially <b>aggregated patterns of social behaviour</b>.</p>	2
25.	<p>The main characteristics of society are as follows:</p> <p>-Society is a territorial group.</p> <p>-Progeny: The members of a society came by means of human reproduction within the group of people.</p> <p>-Culture: Society is always culturally sufficient.</p> <p>-Independence: Society is permanent, self-contained and an integrated group. The members of a society are interdependent.</p>	2

	SECTION C	
26.	<p>Explain the characteristics of socialization</p> <ul style="list-style-type: none"> <li>• <b>Process of learning:</b> Socialization is a matter of learning and not of biological inheritance. In the socialization process the individual learns the folkways, mores, sanctions and other patterns of culture as well as skills ranging from language to manual dexterity.</li> <li>• <b>Lifelong process:</b> The process of socialization starts right from the time of birth and continues till the death of the individual.</li> <li>• <b>Process of cultural assimilation:</b> An individual not only learns the folkways, mores, sanctions, norms and values but he imbibes and assimilates the culture of his society.</li> <li>• <b>Process of becoming a functional member of society:</b> Socialization consists of teaching the person the culture which we must acquire and share. It makes him a participating member in the society and in various groups.</li> <li>• <b>Process of cultural transmission:</b> Socialization is a process through which society transmits the cultural heritage from one generation to another.</li> </ul>	4
27.	<p>The special or different kind of objectivity needed in social science is '<b>value-neutrality</b>'. According to Max Weber, it was important for sociologists to understand the subject matter of sociology in an objective manner as social interactions incorporated subjective human meanings, values, feelings, prejudices and ideals.</p> <p>For this, a sociologist had to study and record the views of people and their personal beliefs in a neutral way through <b>empathetic understanding</b>. That is, s/he had to describe and could not judge or imply her/his own conceptions to the understanding of others. Social scientists were themselves a part of society. Therefore, the exercise of such objectivity is deemed to be unique.</p>	4
28.	<p><b>Explain the different kinds of authority according to Weber</b></p> <p><b>There are three main types of authorities or three main sources of legitimization of power</b></p> <p>1. <b>Traditional authority:</b> It is accepted by people out of habit. People accept the power of someone simply because it has been done so in the past. Traditional authority, therefore, rests on customs. It is not based on written laws. This authority is irrational and personal. For example, the authority of a king in a monarchy.</p>	4

	<p><b>2. Charismatic authority:</b> Here people accept the authority of a person due to extraordinary qualities of that individual. For example, Gandhiji. This authority is neither customary nor is it based on written laws. It is both irrational and personal.</p> <p><b>3. Legal rational authority:</b> Here the power and privileges are clearly defined and limited by written rules or law. The actual power lies not in the person who wields it, but in the position that he/ she occupies. E.g. the authority of the Prime Minister in democracy.</p>	
29.	<p>Differentiate between class and caste as a form of social stratification?</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>↓</p> <div style="border: 1px solid black; background-color: #e0f7fa; padding: 10px; width: 45%;"> <p><b>Caste</b></p> <ul style="list-style-type: none"> <li>• Individual's position <b>totally</b> depends on the status attributes ascribed by birth rather than achieved.</li> <li>• Each position in the caste structure was defined in terms of its purity or <b>pollution</b> relative to others. The Brahmin priestly castes, are superior to <b>all</b> others and the Panchamas.</li> <li>• The traditional system is generally conceptualised in terms of the four fold varna of Brahmins, Kshatriyas, Vaishnavas and Shudra. <b>In reality</b> there are innumerable occupation-based caste groups, called Jatis.</li> <li>• The caste system in India has undergone considerable changes.</li> </ul> </div> </div> <div style="text-align: center;"> <p>→</p> <div style="border: 1px solid black; background-color: #e0f7fa; padding: 10px; width: 45%;"> <p><b>Class</b></p> <ul style="list-style-type: none"> <li>• It is not dependent on birth, but it depends on profession, ability, skill, education etc.</li> <li>• It is open ended.</li> <li>• An individual can change his/her <b>class</b> &amp; can acquire high status.</li> <li>• Types of <b>class</b> — High class, Middle class, Lower class, Agricultural class.</li> </ul> </div> </div> </div>	4
30.	<p>Discuss the relationship between Sociology and Economics</p> <p>Sociology studies the different parts of society as a whole whereas Economics studies only the economic part of society.</p> <ol style="list-style-type: none"> <li>The viewpoint of sociology is extensive while economics is a special science related to the economic aspect of human beings.</li> <li>The approach of sociology to study relationships is collectivistic whereas the perspective of economics is individualistic.</li> <li>Economics uses quantitative and numerical methods whereas sociology derives facts using inductive and deductive methods.</li> <li>Economic phenomena are constantly determined by all sorts of social needs and activities and they are constantly redefining, creating, shaping and transforming economic needs and activity of every kind.</li> </ol>	4
31.	<p>What are social facts according to Durkheim.</p> <ul style="list-style-type: none"> <li>• Social facts are collective representations which emerge from the association of people. They are not particular to a person but of a general nature, independent of the individual.</li> </ul>	4

	<ul style="list-style-type: none"> <li>• Durkheim called the 'emergent level', as the level of complex collective life where social phenomena can emerge.</li> <li>• One of Durkheim's most significant achievements is his demonstration that sociology, a discipline that dealt with abstract entities like social facts/could nevertheless be a science founded on observable empirically verifiable evidence.</li> <li>• The most famous example of his use of new kind of empirical data is in his study of suicide.</li> </ul>	
32.	<p>Explain what is culture lag</p> <p>The concept of cultural lag was propounded by Ogde and Nimkof. This concerns the difference that arose between material and non-material aspects of cultures. Things like tools, utensils, machines, manufactured goods, transport belong to the material culture.</p> <p>On the other hand, values, beliefs, norms, education come under non-material culture. When change occurs in society due to rapid advancements and new inventions, the change in material aspects of culture is fast and quick in comparison to the speed of change in non-material culture. Due to this there is a 'Lag' between these two. This phenomenon is called cultural lag.</p> <p>For example- The fear of vaccinations during COVID indicated culture lag as medical advancement and use of technology aided the creation of vaccines. However non-material culture which includes values and beliefs of people didn't advance enough to readily accept these vaccines.</p>	4
	<b>SECTION D</b>	
33.	<p>Karl Marx was of the view that:</p> <ul style="list-style-type: none"> <li>• Human society passed through different stages of development viz primitive communism, slavery, feudalism and capitalism. Each stage is defined by a mode of production.</li> <li>• Marx argued that people's ideas and beliefs originated from the economic system of which they were part.</li> <li>• Marx laid great emphasis on economic structure and processes because he believed that they formed the foundation of every social system throughout human history.</li> <li>• Marx believed that class struggle was the major driving force of change in society.</li> <li>• The modes of production are in the hands of the "oppressors", they control them; the "oppressed" are deprived of them. There is a conflict between the "haves" and the "have-nots".</li> </ul>	6

	<ul style="list-style-type: none"> <li>When the proletariat becomes conscious and acquires revolutionary character, there is an overthrow of those in power or the bourgeoisie.</li> </ul>	
34.	<p>Explain various dimensions of culture</p> <p>Culture- Literally, the human-made part of the environment. In its simplest definition, it refers to the products of socialisation within any organized group, society or nation and involves a set of rules, norms and customs that are agreed by the members of that group.</p> <p><b>Major characteristics of Culture:</b></p> <ul style="list-style-type: none"> <li>Culture is learned. It is an acquired behaviour.</li> <li>It is shared (cannot be possessed by an individual in isolation) and transmitted amongst the members of a society. It binds the members of a society.</li> <li>Culture is dynamic. It constantly changes. It makes each society and group unique or distinct.</li> </ul> <p><b>Major components of Culture:</b></p> <ol style="list-style-type: none"> <li>Non-material (Cognitive and Normative)</li> <li>Material</li> </ol> <p><b>Non-material Culture:</b></p> <p>It refers to the abstract or intangible elements of culture, such as the ways of thinking and patterns of behaviour. It includes the normative and cognitive dimensions of culture.</p> <p><b>(A) Normative:</b></p> <p>This dimension includes social rules and social expectations, i.e. the norms and values of a society. Norms are socially approved guidelines which direct behaviours of members of a society or a social group. In other words, they are the social expectations of proper behaviour. Norms usually vary across societies and even within the same society across different social groups. There are different types of norms, depending on how strict they are e.g. mores, folkways, customs and laws.</p> <p><b>(B) Cognitive Dimension:</b></p> <p>The cognitive dimension of culture refers to ideas which include beliefs, knowledge, myths, superstitions etc. of a society.</p> <ul style="list-style-type: none"> <li>In literate society, ideas are transcribed in books and documents.</li> <li>But in non-literate societies ideas are in the form of legends and myths which are committed to memory and transmitted orally.</li> </ul>	6

	<ul style="list-style-type: none"> <li>In the contemporary world ideas are also reflected in audio-visual media [ads, films]</li> </ul> <p><b>Material aspect of Culture:</b> It refers to the tangible, concrete products that members of society possess and make use of; e.g.-machines, buildings, jewellery, modes of transportation, technological gadgets.</p> <p>We need material culture for survival (clothes, food) etc. Material culture refers to the basic conditions which generally include material culture that the members of the society have and are car, science, technology, food etc. as they are instruments of production, communication and transportation.</p> <p>All the above-mentioned components i.e. material and non-material culture are complementary to each other and coordinate to function as a whole.</p>	
35.	<p>Answer: Education is an effort of the senior members of the society to transfer their knowledge, skills and values to the younger members of society. It is the process of giving intellectual, moral, physical and social instructions to a child for his all-round development.</p> <p>Importance of education:</p> <ul style="list-style-type: none"> <li>It socializes the child to play adult roles in society. A child through education learns the basic rules, regulations, norms and values of society.</li> <li>It helps in maintaining and perpetuating the society and its culture.</li> <li>It also helps in promoting change by instilling new ideas and values.</li> <li>It provides the necessary knowledge and skills to an individual to be a productive member of society.</li> </ul> <p><b>1. Formal and Informal Education</b> Formal Education: It is in the form of systematic, planned and guided instruction. It is highly institutionalized and organized. It has the following characteristics:</p> <ul style="list-style-type: none"> <li>There is a definite and well-defined content and curriculum of education.</li> <li>There are definite rules and regulations regarding admission, evaluation etc.</li> <li>Instruction is provided by specially qualified teachers.</li> <li>It is limited to a definite period or stage, For example, college education.</li> </ul> <p><b>Informal Education</b> Informal education is spontaneous and largely unplanned.</p> <ul style="list-style-type: none"> <li>There is no fixed curriculum and there are no specialized agencies like schools or colleges imparting such education.</li> <li>Informal education involves learning of values, norms, morals, family rituals, ceremonies etc. through participation at everyday activities.</li> </ul>	6

	<ul style="list-style-type: none"> <li>• It goes on from birth to death. There is no particular stage or age for this.</li> </ul> <p>2. Education in Primitive and Modern societies: In primitive societies:</p> <ul style="list-style-type: none"> <li>• The content of education was mainly related to religion, philosophy, metaphysics and scriptural subjects.</li> <li>• There was no need for formal schooling and informal education played a greater role.</li> </ul> <p>Modern industrial societies:</p> <ul style="list-style-type: none"> <li>• Course content of education is rationalistic and secular. As the modern society relies on an extremely elaborate division of labour it stresses on teaching subjects like sciences, mathematics, languages etc.</li> <li>• Being change oriented it lays emphasis on instilling principles of democracy, secularism, equality and a scientific world view.</li> <li>• Formal education plays a greater role in modern societies rather than it did in primitive societies.</li> </ul>	
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