MARK SCHEME for the October/November 2012 series

9699 SOCIOLOGY

9699/31   Paper 3 (Essay), maximum raw mark 75

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, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2012 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

1 (a) (i) Define the term *dysfunctional family*. **[3]**

0 No attempt to define dysfunctional family.
1 The meaning of dysfunctional family explained in a simplistic way such as 'a family that doesn't work'.
2 The meaning of dysfunctional family is further expanded by showing a wider understanding of a family that does not carry out all its functions in a socially approved way e.g. the socialisation of children, perhaps exemplified by neglect.
3 An accurate sociological definition of dysfunctional family is given as the family that fails to socialise, regulate and nurture its members in a way that enables them to integrate into the society in which they live, but this definition does not have to contain examples.

(ii) Identify and briefly describe <u>two</u> ways in which family life may contribute to social solidarity. **[6]**

Examples can include anything selected from the processes involved in the passing on of culture, or the imposition of social control, passing on of norms and values or religion but the examples have to be clearly different and not overlap to gain marks for description for the second example. (3 × 2)

0 No examples are offered.
1 An example of a contribution such as imposing punishments is identified but no detail is given to support it.
2 As above plus a limited description of the named contribution such as family life may contribute to social order by teaching children how to behave.
3 An example of a contribution is identified plus a description that shows accurate sociological understanding and knowledge such as family life may help to contribute to social order (identification) by teaching children the acceptable ways of behaving in society so that society functions smoothly (development). (1 + 2)

(b) Evaluate the view that in modern industrial societies families have lost most of their functions. **[16]**

Band 1 (0–4)
In this mark band candidates may support or reject the proposition posed in the question uncritically and argue that families are failing to carry out their functions in modern industrial societies. Others may attempt to describe family functions with little or no reference to the question. Other types of answers may argue that the proposition is false and support this by arguing that families still carry out their functions. Answers in this mark band will be characterised by assertion.

Band 2 (5–8)
In this mark band candidates may offer a supported defence (or rejection) of the proposition posed in the question, this defence can be from theoretical or empirical data. Answers may argue that the state and other institutions are now carrying out functions that were once carried out by families and their kinship systems. Other types of answers may argue that the proposition is false and support this by arguing that families remain strong and are now more specialist when it comes to carrying out their functions. Evidence is most likely to be from the functionalist perspective. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band.

Band 3 (9–12)
In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of both arguments. There may be references to families in the past which are compared to contemporary societies and reference can be made to such key thinkers as Fletcher and Parsons as well as Rosser and Harris, Zaretsky and Somerville and others. Evaluation in this mark band will exist but may be limited.

Band 4 (13–16)
In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, at its best, will be detailed leading to a balanced conclusion.

2 (a) (i) **Define the term *expressive role*.** [3]

   0   No attempt to define expressive role.
   1   Expressive role explained in a simplistic way such as 'the female role OR the person who looks after the house'.
   2   The meaning of expressive role is further expanded by showing a wider understanding such as mothers caring for children and looking after the house.
   3   An accurate sociological definition of expressive role is given as the partner who provides the care for family members and runs the household, this role is usually associated with the female (but it does not have to be the female) but this definition does not have to contain examples or reference to Parsons.

   (ii) **Identify and briefly describe <u>two</u> reasons why many women are choosing to have fewer children in modern industrial societies.** [6]

   Examples include any reason such as changing female expectations, careers, contraception, cost of raising children in modern industrial societies, normative expectations or providing a better life for the children you have. (3 × 2)

   0   No examples are offered.
   1   An example is identified such as contraception but no detail is given to support it.
   2   As above plus a limited description of the example such as contraception enables parents to plan to have fewer children.
   3   An example is identified plus a description that shows accurate sociological understanding and knowledge such as contraception (identification) enables parents to plan when to have children and when not so family size diminishes compared to the past when parents did not have this knowledge (development). (1 + 2)

(b) **Evaluate the claim that alternative family structures are threatening the existence of the nuclear family.** [16]

Band 1 (0–4)
In this mark band candidates may support or reject the proposition posed in the question uncritically. Others may attempt to describe different types of families or explain why families are or are not important. Answers in this mark band will be characterised by assertion.

Band 2 (5–8)
In this mark band candidates may offer a supported defence (or rejection) of the proposition posed in the question, this defence can be from theoretical or empirical data. Answers may use statistical data to show that the numbers of lone parent families are increasing especially in the case of the new world black family and other types of diversity. Other types of answers

may argue that the proposition is false and support this by evidence of the continuing popularity of the nuclear family. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band.

Band 3 (9–12)
In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of both arguments. Not only will there be a thorough interrogation of the evidence that supports the emergence of family diversity but also the continuation of traditional families and relationships. The views of the New Right re traditional family values can be used with credit as well as postmodern ideas of the undecided nature of family life. Useful reference can be made to the work of key thinkers such as Anderson, Liebow and Gonzales as well as others. Credit can also be given to answers that raise issues such as the life cycle of the family or chosen family. Evaluation in this mark band will exist but may be limited.

Band 4 (13–16)
In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, at its best, will be detailed leading to a balanced conclusion.

3 (a) (i) Define the term *positive discrimination* in relation to education.   [3]

   0   No attempt to define positive discrimination.
   1   Positive discrimination explained in a simplistic way such as 'competing for resources OR inequalities unrelated to education'.
   2   The meaning of positive is discrimination is further expanded by showing a wider understanding such as schemes that try to help poor/disadvantaged students.
   3   An accurate sociological definition of positive discrimination is given as schemes to help pupils deprived culturally and/or materially to catch up with their more advantaged peers but this definition does not have to contain examples.

   (ii) Identify and briefly describe <u>two</u> ways in which middle class students are advantaged in education.   [6]

   Examples include wealth, access to teacher's culture, parentocracy or any other valid example.   (3 × 2)

   0   No examples are offered.
   1   An example of an advantage such as wealth is identified but no detail is given to support it.
   2   As above plus a limited description of the named advantage such as being wealthy means that some parents are able to buy better education for their children.
   3   An example of an advantage is identified plus a description that shows accurate sociological understanding and knowledge such as being wealthy (identification) means that some parents are able to buy better education for their children than others as well as other material extras (development). If wealth is used for second example it has to be clearly different from the first example if full marks are to be gained.   (1 + 2)

(b) Evaluate the effectiveness of educational policies in creating meritocracy in education systems. [16]

Band 1 (0–4)
In this mark band candidates may support or reject the proposition posed in the question uncritically. Others may attempt to describe policies aimed at equality or just list different types of educational initiatives. Answers in this mark band will be characterised by assertion.

Band 2 (5–8)
In this mark band candidates may offer a supported defence (or rejection) of the proposition posed in the question, this defence can be from theoretical or empirical data. Answers may argue for meritocratic systems and outline some of the policies, such as comprehensive schools, aimed at achieving this. Other types of answers may argue that the proposition is false and support this by quoting Marxist theory. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band.

Band 3 (9–12)
In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of both arguments that show the way in which state systems of education have created meritocratic systems as well as clear understanding about what is meant by social policy. This will be contrasted against other theories which either highlight the failure of social policy or argue that education systems are not meritocratic. Credit can be given to answers which consider meritocracy in relation to class, ethnicity and gender. Useful reference can be made to the work of key thinkers such as Bowles and Gintis, Hargreaves, Ball, Spender, Prosser and Wedge as well as many others. Evaluation in this mark band will exist but may be limited.

Band 4 (13–16)
In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, at its best, will be detailed leading to a balanced conclusion.

4 (a) (i) Define the term *cultural reproduction*. [3]

0   No attempt to define cultural reproduction.
1   Cultural reproduction is explained in a simplistic way such as 'when culture stays the same'.
2   The meaning of cultural reproduction is further expanded by showing a wider understanding such as when the children of the upper class/elite become the next generation of the upper class OR from one generation to the next.
3   An accurate sociological definition of cultural reproduction is given as reproduction of the dominant class which has the power to impose meanings and is associated with the work of Bourdieu but this definition does not have to contain examples or reference to Bourdieu.

(ii) Identify and briefly describe <u>two</u> ways in which education contributes to cultural reproduction. [6]

Examples include elite self-recruitment, the working class remain working class, downgrading of working-class culture, streaming and setting and control of knowledge, possession (or not) of cultural capital, hidden curriculum or any other valid example.

(3 × 2)

0   No examples are offered.
1   An example such as elite self-recruitment is identified but no detail is given to support it.
2   As above plus a limited description of the named example such as elite self-recruitment means that the children of the privileged gain better education and so also join the elite.
3   An example is identified plus a description that shows accurate sociological understanding and knowledge such as elite self-recruitment (identification) which means that the children of the elite gain access to advantages such as privileged education and this makes it easier to gain access to superior jobs and also join the elite (development).   (1 + 2)

(b) 'Working class culture results in the failure of working class students.' Evaluate this claim. [16]

Band 1 (0–4)
In this mark band candidates may support or reject the proposition posed in the question uncritically. Others may attempt to describe how the working class are lazy and get what they deserve. Other answers may outline how lack of material circumstances limit working-/lower-class achievement. Answers in this mark band will be characterised by assertion.

Band 2 (5–8)
In this mark band candidates may offer a supported defence (or rejection) of the proposition posed in the question, this defence can be from theoretical or empirical data. Answers may argue that systems are meritocratic quoting functionalist theory and therefore blame the working class for their own failure within the system. Other types of answers may argue that the proposition is false and support this by showing how the system creates working class failure. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band.

Band 3 (9–12)
In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of both arguments that systems are meritocratic and that other factors can influence the outcome of education. Useful reference can be made to a range of key thinkers such as Parsons, Davis and Moore, Hargreaves, Willis, Douglas, Ball and many others. Evaluation in this mark band will exist but may be limited.

Band 4 (13–16)
In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, at its best, will be detailed leading to a balanced conclusion.

5 (a) (i) Define the term *millenarian movements*. [3]

    0   No attempt to define millenarian movements.

    1   Millenarian movements explained in a simplistic way such as 'extreme groups'.

    2   The meaning of millenarian movements further expanded by showing a wider understanding as movements who think the world will end on a given day.

    3   An accurate sociological definition of millenarian movements is given as world rejecting movements who expect divine intervention to change the world dramatically or predict its end but this definition does not have to contain examples.

(ii) Identify and briefly describe <u>two</u> examples of world rejecting sects, apart from millenarian movements. [6]

Allow any valid example e.g. Moonies, the People's Temple, Heaven's Gate, Branch Davidians, Hare Krishna, Aum Shinrikyo, Jehovah's witnesses, Plymouth Brethren or other named sects. (3 × 2)

    0   No examples are offered.

    1   A sect is identified such as the People's Temple but no detail is given to support it.

    2   As above plus a limited description of one or two features of the named example such as the People's Temple which expected members to be totally committed.

    3   An example is identified plus a description that shows accurate sociological understanding of the organisation, behaviour and membership of the named sect such as the People's Temple (identification) lead by Jim Jones where members were expected to be totally committed and retreated to the jungles of South America and committed mass suicide (development). (1 + 2)

(b) 'The growth of new religious movements is evidence that the secularisation thesis has been overstated.' Evaluate this view. [16]

Band 1 (0–4)
In this mark band candidates may support or reject the proposition posed in the question uncritically. Others may attempt to describe different types of new religious movements. Answers in this mark band will be characterised by assertion.

Band 2 (5–8)
In this mark band candidates may offer a supported defence (or rejection) of the proposition posed in the question, this defence can be from theoretical or empirical data. Evidence of the growth of new movements will be given as evidence that secularisation is occurring. Other types of answers may argue that the proposition is false and support this by saying that traditional movements are declining and most NRMs are short lived. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band. In this mark band there may be confusion between the nature of new religious and new age movements.

Band 3 (9–12)
In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of both arguments for and against the process of secularisation occurring as well as the ways in which secularisation can happen. In this mark band understanding of the meaning of new religious movements should be clear. Useful reference can be made to the work of key thinkers such as the classical theorist as well as Heelas, Bruce, Millar, Taylor, Nelson, McGuire as well as others. Evaluation in this mark band will exist but may be limited.

Band 4 (13–16)
In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, at its best, will be detailed leading to a balanced conclusion.

6 (a) (i) **Define the term *marginality* in relation to religion.**   [3]

0   No attempt to define marginality.
1   Marginality explained in a simplistic way such as 'being at the edge of religion OR a religious group'.
2   The meaning of marginality is further expanded by showing a wider understanding as religious groups that are outside the main stream culture.
3   An accurate sociological definition of marginality is given as groups that are excluded from mainstream society and seek solace in religion, a term first used by Weber, but this definition does not have to contain examples of such religious groups or reference to Weber to gain full marks.

(ii) **Identify and briefly describe <u>two</u> religious groups that are marginalised.**   [6]

Examples include any valid examples of marginal groups whether still to be found in society or not such as Shakers, Rastafarians, any named religious group which lacks social status or any group of people who are marginalised in society and turn to religion.
(3 × 2)

0   No examples are offered.
1   An example of a marginal group is identified such as the Shakers but no detail is given to support it.
2   As above plus a limited description of the named group such as the Shakers who lived a simple life in communities.
3   An example of a group is identified plus a description that shows accurate sociological understanding and knowledge such as the Shakers (identification) who lived in celibate communities apart from the world and avoided the involvement in commercial or other practices (development).   (1 + 2)

(b) **Evaluate the usefulness of Weber's view of the relationship between religion and social change.**   [16]

Band 1 (0–4)
In this mark band candidates may support or reject the usefulness of Weber's views uncritically. Others may attempt to describe what his theory was with little or no reference to the question. Answers in this mark band will be characterised by assertion.

Band 2 (5–8)
In this mark band candidates may offer a supported defence (or rejection) of Weber's views or opposition to them, this defence can be from theoretical or empirical data. If Weber's work is used explicitly then it is most likely to be the Protestant Ethic and the introduction of industrialisation/capitalism. Other types of answers may argue that the proposition is false and support this by functionalist and Marxist views on the way in which religion prevents or inhibits social change. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band.

Band 3 (9–12)
In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of both arguments that religion can be an initiator of social change as well as a means to prevent it. An understanding of the functionalist view of the nature of social change should be clear. There can be useful reference made to fundamentalism as well as liberation theology and the work of the classical theorists as well as Bruce, Bloch, Maduro, Lowy, Worsley and many others. Evaluation in this mark band will exist but may be limited.

Band 4 (13–16)
In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, at its best, will be detailed leading to a balanced conclusion.

7 (a) (i) Define the term *labelling*.   [3]

0   No attempt to define labelling.
1   Labelling defined in a simplistic way such as 'a name'.
2   The meaning of labelling is further expanded by showing a wider understanding such as the way in which labels are attached to individuals, which influence their behaviour.
3   An accurate sociological definition of labelling is given as the process by which a label, frequently based on a stereotype, is attached to an individual by someone in authority and usually accepted by the recipient (or the recipient is affected by it) but this definition does not have to contain examples. Candidates may refer to crime(s) but it is not a necessary part of this answer.

(ii) Identify and briefly describe <u>two</u> examples of the process of labelling from sociological studies of crime.   (3 × 2)

Examples include any valid empirical studies but if two examples are taken from the same study then two different aspects must be chosen if they are to gain full marks. Examples of studies that can be used are Hall, Young and Chambliss.

0   No examples are offered.
1   An example of a study is identified such as Stuart Hall's 'Policing the Crises' but no detail is given to support it.
2   As above plus a limited description of the named study such as Stuart Hall's 'Policing the Crises' in which he describes how the police label black men muggers.
3   An example of a study is identified plus a description that shows accurate sociological understanding and knowledge such as Stuart Hall's 'Policing the Crises' (identification) in which Hall describes the process by which the police target young black men as potential muggers and in discovering some get approval from their actions but this then labels all black men potential muggers (development).   (1 + 2)

(b) Evaluate interactionist theories of crime.   [16]

Band 1 (0–4)
In this mark band candidates may accept or reject interactionist theories uncritically. Others may attempt to describe how the self-fulfilling prophecy works with little or no reference to the question. Answers in this mark band will be characterised by assertion.

Band 2 (5–8)
In this mark band candidates may offer a supported defence (or rejection) of interactionist studies and theories, this defence can be from theoretical or empirical data. This type of answer may describe how the theories work and then support that with reference to studies. Other types of answers may argue that interactionism is an inadequate explanation of crime and support this by use of Marxist or functionalist theory. Candidates who note that there may be a debate but who do not develop these ideas mark at the top of the mark band.

Band 3 (9–12)
In this band answers will show a more thorough understanding of the question and this will be supported with a good range of material. There will be a thorough exploration of both arguments that support interactionist and a range of other theories. Useful reference can be made to the work of key thinkers such as Durkheim, Cohen, Merton, Young and Pearce as well as many others. Evaluation in this mark band will exist but may be limited.

Band 4 (13–16)
In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, at its best, will be detailed leading to a balanced conclusion.

8 (a) (i) **Define the term** *underclass*. [3]

0 No attempt to define underclass.
1 Underclass is explained in a simplistic way such as 'the class underneath OR the poorest class'.
2 The meaning of underclass is further expanded by showing a wider understanding such as the poor class underneath the working class.
3 An accurate sociological definition of underclass given as those at the lowest level of the class structure, below the working class, with a separate sub-culture and a lifestyle of poverty but this definition does not have to contain examples.

(ii) **Identify and briefly describe** <u>two</u> **types of crime that may be linked to poverty.** [6]

Examples include any utilitarian crime, benefit (welfare) fraud, drug-related crimes, mutilation to enable begging or any other valid example. If two examples of utilitarian crime are given then the development of the points must be supported by different material to gain full marks.
NB do not credit answers linked to greed. (3 × 2)

0 No examples are offered.
1 An example is identified such as theft but no detail is given to support it.
2 As above plus a limited description of the named example such as when people are poor they will steal.
3 An example is identified plus a description that shows accurate sociological understanding and knowledge such as when people are in poverty they may steal (identification) as they find it impossible to gain what others have by legitimate means or may be starving and therefore desperate to survive and steal food for themselves or their families (development). (1 + 2)

(b) 'Ethnicity is the main factor explaining who commits crime.' Evaluate this claim. [16]

Band 1 (0–4)
In this mark band candidates may support or reject the proposition posed in the question uncritically. Others may attempt to describe the types of crime they believe different ethnicities to be responsible for with little or no reference to the question. Answers in this mark band will be characterised by assertion.

Band 2 (5–8)
In this mark band candidates may offer a supported defence (or rejection) of ethnicity as the main determinant. This defence can be from empirical or theoretical data. Answers which support this view are most likely to quote official crime statistics to show who gets convicted of crime. Other types of answers may argue that ethnicity is a weak determinant and support this by Marxist references to the way in which ethnic minorities are policed, or levels of white collar crime. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band.

Band 3 (9–12)
In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of both arguments. Not only will there be a thorough examination of who commits crime but also who has the power to decide who is criminal. Answers may also consider the influence of other factors such as class and gender. There will be a range of theoretical studies and answers may be supported by reference to the work of Chambliss, Gilroy, Box, Sutherland and Young as well as others. Evaluation in this mark band will exist but may be limited.

Band 4 (13–16)
In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, at its best, will be detailed leading to a balanced conclusion.

9 (a) (i) **Define the term *flexible labour market*.** [3]

0 No attempt to define flexible labour market.
1 Flexible labour market is explained in a simplistic way such as 'jobs that can change'.
2 The meaning of flexible labour is market is further expanded by showing a wider understanding such as workers who are prepared to change their hours of work and working practices OR workers who undertake seasonal work.
3 An accurate sociological definition of flexible labour market is given as the way in which different sections of the labour market are expected to adapt to the needs of the system and change their working practices and adapt to part-time work and sometimes unemployment. Some describe them as the new reserve army of labour. This definition does not have to contain examples.

(ii) **Identify and briefly describe two ways in which the labour market can be classified.** [6]

Examples include manual/non-manual, segmented labour market, primary labour market/secondary/tertiary labour market, core labour market/peripheral labour market.

(3 × 2)

0 No examples are offered.
1 An example is identified such as manual work but no detail is given to support it.
2 As above plus a limited description of the named example such as manual work which is working with your hands.

3 An example is identified plus a description that shows accurate sociological understanding and knowledge such as manual work (identification) which is physical labour where workers have to use their hands (development). (1 + 2)

(b) Evaluate the view that for some ethnic groups inequalities in employment are widening rather than narrowing. **[16]**

Band 1 (0–4)
In this mark band candidates may support or reject the proposition posed in the question uncritically. Others may attempt to describe the types of inequalities that may exist with little or no reference to the question. Answers in this mark band will be characterised by assertion.

Band 2 (5–8)
In this mark band candidates may offer a supported defence (or rejection) of the proposition posed in the question, this defence can be from theoretical or empirical data. Most answers will interpret ethnic groups as one group with little discrimination between ethnicities and agree that they are in a lowly position. Other types of answers may argue that the proposition is false and support this by reference to legislation. In this band answers may focus on issues outside employment. In this band answers may make historical comparisons that show progress to equality or continuing inequality as well as the influence of education. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band.

Band 3 (9–12)
In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of the arguments in relation to employment. Answers will be directed to modern industrial societies and will demonstrate how ethnic groups can benefit as well as suffer from inequalities. Other types of inequality as well as ethnic inequality can be referred to and the meaning of ethnic group could be explored. Useful reference can be made to the work of such key thinkers as Jackman, Pollert, Gallie, Rose and MacIntosh as well as many others. Evaluation in this mark band will exist but may be limited.

Band 4 (13–16)
In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, at its best, will be detailed leading to a balanced conclusion.

10 (a) (i) Define the term *division of labour*. **[3]**

0 No attempt to define division of labour.
1 Division of labour explained in a simplistic way such as 'dividing up labour or jobs'.
2 The meaning of division of labour further expanded by showing a wider understanding such as work associated either with men or women OR the allocation of different jobs to different people.
3 An accurate sociological definition of division of labour as the way in which roles and tasks in work and the home are frequently divided along lines of gender, or the way in which manufacturing tasks can be divided into segments is given but this definition does not have to contain examples.

(ii) Identify and briefly describe <u>two</u> reasons why some occupations are more highly rewarded than others. [6]

Reasons include attitudes in society to the importance of the occupation, length of training/qualifications, prestige and status, the power to set your own pay rate or any other valid example. (3 × 2)

0   No examples are offered
1   A reason is identified such as jobs with long training get higher pay but no detail is given to support it.
2   As above plus a limited description of the named reason such as employees who have a long period of training are rewarded with higher pay.
3   A reason is identified plus a description that show accurate sociological understanding and knowledge such as jobs that have a long period of training have higher pay (identification) this not only rewards individuals for the time and effort that they have put in but encourages the most talented to do this as they know they will be well paid (development).

(b)   'Gender is the main factor influencing the way people experience leisure in modern industrial societies.' Evaluate this claim. [16]

Band 1 (0–4)
In this mark band candidates may support or reject the proposition posed in the question uncritically. Others may attempt to describe the types of leisure activities that can be deemed suitable for women or perceived as female leisure activities with little or no reference to the question. Answers in this mark band will be characterised by assertion.

Band 2 (5–8)
In this mark band candidates may offer a supported defence (or rejection) of the proposition posed in the question, this defence can be from theoretical or empirical data. These answers may be supported by reference to the nature of leisure activities and how housewives spend their time. Other types of answers may argue that the proposition is false and support this by the activities of young women in modern industrial societies that are increasingly seen to mirror those of young men. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band.

Band 3 (9–12)
In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of the arguments. Not only will it be noted that the study of female leisure is a very recent phenomenon but there are a range of factors to be considered that include types of activities, hobbies, time available, cost, opportunity, social control and patriarchy as well as class, age and ethnicity. Credit answers which consider the definition of leisure as well as male leisure activities. Useful reference can be made to the work of key thinkers such as Scraton, Parker, Green et al., Roberts, Clarke and Critcher as well as many others. Evaluation in this mark band will exist but may be limited.

Band 4 (13–16)
In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, at its best, will be detailed leading to a balanced conclusion.

11 (a) (i) Define the term *cultural hegemony*. **[3]**

 0 No attempt to define cultural hegemony.
 1 Cultural hegemony explained in a simplistic way such as 'deciding on culture'.
 2 The meaning of cultural hegemony further expanded by showing a wider understanding such as the following of dominant culture.
 3 An accurate sociological definition of cultural hegemony is given as when the culture of the dominant class is reproduced in a taken for granted way through the media but this definition does not have to contain examples.

(ii) Identify and briefly describe <u>two</u> trends in the ownership and control of the mass media. **[6]**

 Trends include globalisation, concentration of ownership, technological changes, conglomerates or any other valid example. (3 × 2)

 0 No trend is identified.
 1 An example of a trend is identified such as globalisation but no detail is given to support it.
 2 As above plus a limited description of the trend such as globalisation where the same companies are to be seen all over the world.
 3 An example of a trend is identified plus a description that shows accurate sociological understanding and knowledge, such as globalisation (identification) where an ever decreasing number of companies controlled by a few people control a wide range of aspects of the media throughout the world (development). (1 + 2)

(b) Evaluate the view that what appears in the mass media is the result of audience choice. **[16]**

Band 1 (0–4)
In this mark band candidates may support or reject the proposition posed in the question uncritically. Others may attempt to describe the types of watching or listening available to audiences with little or no reference to the question. Answers in this mark band will be characterised by assertion.

Band 2 (5–8)
In this mark band candidates may offer a supported defence (or rejection) of the proposition posed in the question, this defence can be from theoretical or empirical data. Answers which agree will focus on the pluralist views of the way in which the media reflects the views of its audience. Other types of answers may argue that the proposition is false and support this by Marxist views about how the media spreads and supports dominant culture. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band.

Band 3 (9–12)
In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of the arguments that support both the view that the media is providing choice but also that there are theories that support the idea of ideological control. Useful reference can be made to the work of such key thinkers as Whale, G.M.G., Windell, McQuail, Fiske, Morley as well as many others. Evaluation in this mark band will exist but may be limited.

Band 4 (13–16)
In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, at its best, will be detailed leading to a balanced conclusion.

12 (a) (i) **Define the term** *agenda setting.* **[3]**

    0   No attempt to define agenda setting.
    1   Agenda setting explained in a simplistic way such as 'whatever is printed/shown/ broadcast'.
    2   The meaning of agenda setting further expanded by showing a wider understanding such as journalists deciding what to write about or investigate.
    3   An accurate sociological definition of agenda setting is given as the way in which issues are or are not brought to the attention of the public but this definition does not have to contain examples.

    (ii) **Identify and briefly describe <u>two</u> ways in which the mass media may influence the political agenda.** **[6]**

Examples include through polls creating the bandwagon effect, providing information, give biased (or positive) opinions about politician's beliefs or behaviour and events or any other valid example. (3 × 2)

    0   No examples are offered.
    1   An example such as the bandwagon effect is identified but no detail is given to support it.
    2   As above plus a limited description of the named example such as the bandwagon effect which encourages individuals to come out and support parties.
    3   An example identified plus a description that shows accurate sociological understanding and knowledge such as the bandwagon effect (identification) in which being seen as successful creates a momentum and those floating or lazy voters feel encouraged to come out and support the successful party (development). (1 + 2)

(b) **'The difficulties of researching the influences of the mass media on audiences mean that such research will largely lack validity.' Evaluate this view.** **[16]**

Band 1 (0–4)
In this mark band candidates may support or reject the proposition posed in the question uncritically. Others may attempt to describe how an audience could react with little or no reference to the question. Answers in this mark band will be characterised by assertion.

Band 2 (5–9)
In this mark band candidates may offer a supported defence (or rejection) of the proposition posed in the question, this defence can be from theoretical or empirical data. There will an outline of one or two examples of effects theories. Answers in this band will be characterised by a focus on media effects rather than researching the media. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band.

Band 3 (9–12)
In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of the arguments and the issue of research will be addressed. Not only will a range of effects

theories be looked at but the difficulties that researching the media entails and some assessment of the validity of the findings arrived at. Useful reference can be made to the work of key thinkers such as McQuail, Bandura, Katz and Lazarsfeld, Fiske, Buckingham, Morley, Alasuutari, Baudrillard as well as many others; good use can also be made of concepts such as reading audiences, hyperreality and the interpretive community. Evaluation in this mark band will exist but may be limited.

Band 4 (13–16)
In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, at its best, will be detailed leading to a balanced conclusion.