

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Subsidiary and Advanced Level

MARK SCHEME for the November 2004 question paper

9699 SOCIOLOGY

9699/01

**Paper 1 (Principles and Methods 1),
maximum raw mark 50**

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 initially instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

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*.

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

CIE is publishing the mark schemes for the November 2004 question papers for most IGCSE and GCE Advanced Level syllabuses.



Grade thresholds taken for Syllabus 9699 (Sociology) in the November 2004 examination.

| | maximum mark available | minimum mark required for grade: | | |
|-------------|------------------------|----------------------------------|----|----|
| | | A | B | E |
| Component 1 | 50 | 37 | 34 | 22 |

The thresholds (minimum marks) for Grades C and D are normally set by dividing the mark range between the B and the E thresholds into three. For example, if the difference between the B and the E threshold is 24 marks, the C threshold is set 8 marks below the B threshold and the D threshold is set another 8 marks down. If dividing the interval by three results in a fraction of a mark, then the threshold is normally rounded down.



November 2004

GCE AS/A LEVEL

MARK SCHEME

MAXIMUM MARK: 50

SYLLABUS/COMPONENT: 9699/01

SOCIOLOGY

Principles and Methods 1

| | | | |
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| Page 1 | Mark Scheme | Syllabus | Paper |
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1. Describe and assess the evidence that socialisation plays a major part in shaping human behaviour.

0-6 A sparse, common sense type answer would be located lower in the band. Higher in the band answers will contain a few basic observations about socialisation and may offer some assertions about the part it plays in shaping human behaviour. There will be little or no reference to appropriate sociological evidence and arguments.

7-12 Answers here are likely to be descriptive and confined to an account of the ways that socialisation may influence human behaviour. At the lower end of the band the answer may be limited to an account of the processes of socialisation. A more developed answer will begin to consider the *evidence* that socialisation plays a major part in shaping human behaviour, perhaps through an account of the cases of feral children. However, the range of evidence considered may be limited and any analysis will be superficial.

13-18 Here the focus will be on the evidence that socialisation plays a major part in shaping human behaviour. The evidence cited may include, for example: the cases of children exposed to little or no human socialisation; Durkheim's study of suicide; cross-cultural differences in human behaviour; studies of gender divisions; and the sociological critique of biological accounts of human behaviour. At the lower end of the band there will be little or no assessment of the evidence. Higher in the band a basic assessment will be included.

19-25 As for the previous band except that the assessment will be more developed and better informed. The assessment may be in terms of questioning the over-socialised concept of humans implicit in many sociological perspectives. References to appropriate material from socio-biological accounts should also be credited. Alternatively, candidates may use a range of evidence to support the view that socialisation plays a major part in shaping human behaviour, and if this is linked to well reasoned arguments and conclusions the answer is likely to reach the top of the band.

2. 'In modern, affluent societies individuals are free to choose their own social identities.' Explain and assess this view.

0-6 This is essentially a question about structure versus action; determinism versus free will; and modernist versus post-modernist perspectives on social identity. However, little or nothing of this will be registered in answers that merit the bottom band. Common sense answers about how we require roles or social identities are likely to feature lower in the band. Higher in the band there may be some broadly relevant references to socialisation and the concept of social identity may be defined. We may also see answers that purport to show that affluence and modernity have helped increase individual freedom, but again the analysis will be extremely basic and may lack focus on the key idea of social identity.

7-12 Lower in the band we may see answers that rely on the functionalist theory of socialisation, implying perhaps that social identities are largely the product of influences over which the individual has little direct control. A better response would be to contrast the functionalist theory with interactionist accounts of socialisation and to note the emphasis that the latter give to human agency in negotiating roles and identities. However, as this is not primarily a question about theories of socialisation, answers that are confined to this type of approach can score no more than 12 marks.

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- 13-18 At this level the answers will be more analytical and directly focused on the question as set. There will be a basic attempt to explain why modern, affluent societies may have provided individuals with greater opportunity to choose their own social identities. This may be done in terms of references to post-modernist theory and/or through a discussion of changes in particular areas of society, such as the loosening of traditional class divisions, the greater independence of women, and the fragmentation of family types. At the top of the band, the discussion will be clear and well directed, though the analysis may lack sharpness.
- 19-25 The proposition in the question will be explained satisfactorily and the assessment will be developed and well informed. It is possible to reach this level by focusing on particular social identities (class, gender, ethnic, age, etc.) and evaluating the extent to which social constraints have given way to greater individual freedom in each of the cases considered. Alternatively, the assessment may be more abstract by discussing such issues as determinism versus free will and whether the notion that people have more lifestyle choices today is more illusion than reality. A well-formulated assessment of post-modernist theory is likely to merit marks at the top of the band.
- 3. 'Sociologists should try to be objective in their research, but they may find it difficult to achieve.' Explain and assess this view.**
- 0-6 An answer that contains no more than a few general points about sociological research, with few or no links to the question, would fit the lower part of the band. Higher in the band there may be a few appropriate references to objectivity and the role of values in sociological research, but the answer will lack overall coherence and detail.
- 7-12 At this level there will be a basic attempt to explain the proposition in the question. This may take the form of a description of the positivist and interpretivist perspectives on the scientific status of sociology. At the top of the band, a limited attempt will be made to explain why it may be difficult for sociologists to achieve objectivity in their research.
- 13-18 The proposition in the question will be explained fully and there will be a credible account of why sociologists may find it difficult to achieve objectivity in their research. At the top of the band there will be some attempt to assess whether an objective, value-neutral sociology is possible. This may be in terms of a defence or critique of one or more of the main perspectives e.g. positivist, interpretivist, feminist, post-modernist, etc.
- 19-26 As for the previous band except that the assessment will be more developed and better informed. A good assessment of the part that values may play in sociological research is likely to trigger this band. Similarly, an answer that discusses the difficulties in achieving objectivity in relation to different research methods could make this level if done very well. Note that references to the problems of achieving objectivity in the natural sciences may be worthy of credit, but should not dominate the whole of the answer.
- 4. Assess the strengths and limitations of the different types of interview that may be used in sociological research.**
- 0-6 Answers at this level may be characterised by a few elementary observations about interviews in general. Mention of a couple of relevant strengths and/or limitations may justify a mark at the top of the band.

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- 7-12 Lower in the band some relevant strengths and/or limitations will be described, though the account may fail to differentiate between different types of interview. At the top of the band reference will be made to more than one type of interview and both strengths and limitations will be identified, though not necessarily with equal emphasis.
- 13-18 Answers will provide an accurate and balanced account of the strengths and limitations of at least two types of interview e.g. structured, semi-structured, unstructured, and group interviews. Theoretical and practical points will be considered, though not necessarily with equal emphasis. Higher in the band there will also be a basic attempt to assess the usefulness of the different types of interview. Reward references to relevant studies though it would be possible to answer the question fully without referring to studies.
- 19-27 At this level answers will provide an accurate, detailed and balanced account of the theoretical and practical strengths and limitations of different types of interview. The assessment will be explicit and, at the top of the band, will provide coherent and incisive conclusions about the relative merits of the types of interview discussed. A distinguishing feature of answers at this level may also be the ability to identify appropriate links between the different types of interview and the theoretical perspectives that endorse their use e.g. structured interviews and positivism, unstructured interviews and interpretivism.
- 5. 'Poverty is a stigma that prevents poor people from moving up the social ladder.' Discuss.**
- 0-6 A few poorly developed points about poverty may be a feature of answers lower in the band. Better responses will identify some possible explanations of poverty, but lack extension and links to relevant sociological evidence and arguments.
- 7-12 A sketchy account of two or more sociological explanations of poverty would trigger the lower part of the band. A more developed account would go higher, but to reach the top of the band the notion of poverty as a *stigma* must be explored, albeit simplistically. Answers at this level will be largely descriptive.
- 13-18 At this level different sociological explanations of poverty will be described accurately and there may be some reference to appropriate studies. The distinction between cultural and structural accounts of the causes of poverty may be utilised, particularly in answers at the top of the band. The idea that poverty is a stigma will be interpreted appropriately, though the analysis may be basic.
- 19-25 As for the previous band except that the discussion will include a well-informed assessment of the proposition in the question. The assessment will be sustained and incisive at the top of the band. A feature of answers at this level may be the ability of the candidate to recognise that the proposition in the question implies that poverty is not so much a problem of the poor but of the wider society. Specifically, hostile attitudes towards the poor by those who are better off may be a key factor making it difficult for the poor to improve their position. However, this begs the question of whether removing the stigma alone would be sufficient to resolve the problem of poverty, and candidates who develop this debate are likely to feature at the top of the band.

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6. Assess sociological explanations of why women continue to experience inequality in employment in modern industrial societies.

- 0-6 Lower in the band answers may be restricted to a few assertions about the reasons for sexual inequality, or perhaps a few general points about the nature of sexual inequality in employment. Better answers at this level may identify some relevant explanations, though these will be based more on common sense than on references to appropriate sociological evidence and arguments.
- 7-12 At the lower end the explanations offered might be rather general, though they will relate to appropriate sociological accounts. Higher in the band the explanations will be well linked to the issue of sexual inequality in employment. There will be little or no evidence of assessment at this level.
- 13-18 Here the explanations will be stated clearly and in reasonable detail. Higher in the band there will be evidence of theoretical grasp, possibly through reference to relevant feminist and Marxist accounts. Links to appropriate studies may be another feature of answers that merit the top of the band. There will be some attempt to assess the explanations offered, though this may be largely implicit i.e. through the juxtaposition of different theories and arguments.
- 19-25 As for the previous band except that the assessment will be developed and well informed. Lower in the band the assessment may take the form of a critique of each of the explanations offered. Higher in the band this may be combined with an attempt to reach a balanced and reasoned conclusion about the reasons why women continue to experience inequality in employment.