CAMBRIDGE
INTERNATIONAL EXAMINATIONS

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

**General Certificate of Education Advanced Subsidiary and Advanced Level**

# MARK SCHEME FOR the November 2002 question papers

## 9699 SOCIOLOGY

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| **9699/01** | Paper 1 (Essay), maximum raw mark 50 |
| **9699/02** | Paper 2 (Data Response), maximum raw mark 50 |
| **9699/03** | Paper 3, (Essay 2), maximum raw mark 75 |

These mark schemes are published as an aid to teachers and students, to indicate the requirements of the examination. They show the basis on which Examiners were initially instructed to award marks. They do 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 discussions or correspondence in connection with these mark schemes.

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UNIVERSITY of CAMBRIDGE
Local Examinations Syndicate

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NOVEMBER 2002

GCE ADVANCED SUBSIDIARY AND ADVANCED LEVEL

# MARK SCHEME

## MAXIMUM MARK : 50

## SYLLABUS/COMPONENT : 9699/01

## SOCIOLOGY

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Section A

1. Describe and assess sociological theories of how power is distributed in modern industrial societies.

0-6 References to appropriate theories will be barely evident or non-existent at this level. An elementary, one-sided description of how power is distributed in modern industrial societies would merit a few marks.

7-12 A basic account of one relevant theory would warrant a mark lower in the band. Some attempt to review more than one theory is likely to justify a higher mark. Appropriate theories include the Marxist and pluralist and their variations, elite theory, classical democracy, various feminist theories, and contributions from postmodernist writers. Weber's theory of bureaucracy may conceivably be adapted to fit this question.

13-18 More than one theory will be described, though not necessarily with equal emphasis. The theories will be described with reasonable accuracy and detail. Higher in the band there will be evidence of evaluation. This may take the form of a basic assessment of the strengths and/or limitations of one or more of the theories described.

19-25 Two or more theories will be described accurately and in detail. The assessment of these theories will be well informed and sustained, particularly at the higher end of the band. Sophistication may be demonstrated by, for example, discussing the meaning of the term 'power', describing accurately the different variations of Marxist and/or pluralist theories, or recognising the changing dynamics of power in modern industrial societies that make single, general theories of power problematical.

2. "Human behaviour is shaped mainly by social forces." Describe and assess the evidence that sociologists use to support this claim.

0-6 A few elementary points about the impact of social forces on human behaviour may merit a mark towards the top of the band. Very scant and/or misconceived answers will feature towards the bottom of the band.

7-12 Lower in the band answers may be restricted to a basic account of the process of socialisation with little or no direct links to the question as set. Higher in the band there will be a basic attempt to describe some appropriate evidence, such as the cases of children raised with little or no social contact or findings from cross-cultural studies or evidence that appears to refute biological/psychological explanations of particular forms of social behaviour. Durkheim's study of suicide is, of course, the classic example of a study used to demonstrate the impact of social forces on human behaviour. At the higher end, candidates will demonstrate a sound understanding of what is meant by 'social forces', albeit that this may be implicit rather than explicit.

13-18 A range of appropriate evidence will be described at this level. At the top of the band there will be a limited attempt to assess the evidence. For example, the limitations of Durkheim's study of suicide may be considered or the validity of the evidence gleaned from studies of 'feral' children may be questioned.

19-25 A detailed and well-informed account of a range of appropriate evidence. The assessment will be sustained and incisive, particularly at the top of the band. Reward candidates who recognise that the impact of social forces on human behaviour may be conceived in different ways depending on the theoretical perspective adopted.

Section B

3. "Sociological research based on participant observation often lacks objectivity". Explain and discuss.

0-6 At this level we can expect a few general points about participant observation with few, if any, links to the question as set.

7-12 A basic, perhaps partial account of the strengths and/or limitations of participant observation in general may feature in the lower-to-middle part of the band. At the top, the concept of objectivity will be highlighted, possibly within a more general discussion of participant observation.

13-18 The main part of the answer will be focused on the concept of objectivity. Lower in the band answers may be restricted to explaining why participant observation studies may lack objectivity. Higher in the band this will be complemented by a basic attempt to discuss the extent to which objectivity is a problem with this type of study. Participant observation studies may lack objectivity for a variety of reasons, including researcher 'going native', researcher influencing the group, difficulty of researcher becoming fully integrated with the group, problems of recording evidence, researcher may be duped by members of the group, small scale of the study, etc.

19-25 As for the previous band, except the discussion will be detailed and sustained. Answers may note strategies for combating the problems of objectivity in participant observation studies and/or demonstrate that this is not the only research method that may encounter problems of bias and distortion. Sophistication may also be demonstrated by distinguishing between covert and overt participant observation and its relevance for discussing issues of objectivity. Likewise, a good answer may note that the inherent subjectivity of participant observation studies may be conceived as a strength rather than a weakness of the method i.e. depending on the theoretical perspective adopted.

4. Using examples, assess the strengths **and** limitations of postal questionnaires as a method of sociological research.

0-6 A few basic points about the strengths and/or limitations of questionnaires in general may merit a mark towards the upper end of the band.

7-12 A basic account of the strengths and limitations of questionnaires, though not necessarily with equal emphasis, would merit a mark at the lower end of the band. To go higher in the band, answers must demonstrate awareness of the specific advantages and limitations of *postal* questionnaires.

13-18 At this level, answers must include references to appropriate examples, which may be either actual studies or, less likely, hypothetical cases. Both the strengths and limitations of *postal* questionnaires must be considered in reasonable detail. To reach the top of the band, there must be some evidence of assessment, albeit rather elementary. This may be demonstrated by, for example, identifying contexts in which postal questionnaires may be a particularly useful research method, or by illustrating the importance of theoretical perspective in assessing the value of a particular research method.

19-25 As for the previous band, though the assessment will be more detailed and incisive at this level. Reward answers that discuss relevant theoretical issues, such as reliability and validity, when assessing the value of postal questionnaires. Appropriate references to positivist and anti-positivist perspectives may be another feature of high quality answers.

Section C

5. Assess different sociological explanations of the causes of poverty.

0-6 A few disparate commonsense remarks about the causes of poverty may be expected at this level.

7-12 A general knowledge type answer to the question with few, if any, links to recognisable sociological sources, may merit the lower part of the band if focused on the question and reasonably detailed. Higher in the band, there will be a basic account of one or more sociological explanations of the causes of poverty. This may include cultural and/or structural explanations. Poverty may be discussed in terms of modern industrial societies and/or developing societies.

13-18 Lower in the band the answer will be largely or wholly descriptive. Two or more sociological explanations will be described with reasonable accuracy and detail. Assessment of the explanations will start to feature higher in the band.

19-25 The assessment will be sustained and well informed. Sophistication may be demonstrated by, for example, clear understanding of the differences between cultural and structural perspectives on the causes of poverty, or by recognising that different groups may experience poverty for reasons that to some extent may differ i.e. general explanations of the causes of poverty may be deficient.

6. "Women's role in the family prevents them achieving equality with men in employment". Explain and discuss.

0-6 At this level we may expect a few vague statements about sexual inequality with only limited links to the question.

7-12 Lower in the band answers may offer a basic descriptive account of the inequality experienced by women in the family and/or employment. Higher in the band there will be a basic attempt to demonstrate how women's role in the family may be a barrier to achieving equality with men in employment.

13-18 A clear and reasonably detailed account of women's role in the family and how it may constrain their opportunities in paid employment would merit a mark at the lower end of the band. To go higher in the band, there must be at least a basic attempt to discuss the issues raised by the question. Ways of doing this include, for example, considering other factors that may account for sexual inequality in employment, or by questioning the extent to which women's role in the family is an obstacle to equality in employment today.

19-25 As for the previous band, except the discussion will be more detailed and incisive. Reward candidates who query the one-directional causality implied by the question by noting that women's role in the family may be influenced by their experience of employment. Other ways of demonstrating sophistication include the use of appropriate theoretical perspectives, or by focusing on differences between groups of women e.g. family roles and life chances may differ between middle class and working class women, and between some ethnic groups.