

**MARK SCHEME for the May/June 2011 question paper
for the guidance of teachers**

9699 SOCIOLOGY

9699/32

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 must be read in conjunction with the question papers and the report on the examination.

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

Cambridge is publishing the mark schemes for the May/June 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9699	32

GENERAL MARK BANDS

- Part (a) (i)**
- 0 No relevant definition.
 - 1 Weak attempt with little sociological reference.
 - 2 Accurate but limited definition.
 - 3 Accurate sociological definition.
- (ii)** Up to 3 marks available for each example, **either**:
- 0 No relevant example offered.
 - 1 An example identified.
 - 2 An example identified and a limited description offered.
 - 3 An example identified and described accurately.
- or** 1 mark for each clearly identified example, maximum of 2 available and 1–4 marks available for answers that offer one description that accurately describes both examples. (If described but not identified, award a maximum of 4.)

Part (b)

0–4 marks

Answers at this level will be characterised by limited knowledge and understanding. There will be few, if any, references to appropriate studies and thinkers. Key aspects of the question may be overlooked or misinterpreted. Much of the material covered may be irrelevant or, at best, tangential to the question. There will be little or no relevant analysis and evaluation. It is likely that points will be made in the form of assertions rather than being supported by appropriate evidence and reasoning.

5–8 marks

Answers will demonstrate a basic knowledge and understanding. There may be some inaccuracy and/or omission of key points, particularly at the lower end of the mark band. However, there will be evidence that the candidate has made a fair effort to answer the question as set. Answers justifying marks at the upper end of the mark band are likely to include references to appropriate studies and/or thinkers. There will be some attempt at analysis and evaluation, though this may be unconvincing overall. Conclusions may lack balance and/or coherence, particularly at the lower end of the mark band.

9–12 marks

Answers will demonstrate a reasonable knowledge and understanding. Relevant studies and thinkers will be referred to where appropriate and the candidate will have made a concerted effort to address each part of the question. The question will be interpreted accurately and appropriate material selected. The candidate will demonstrate some ability to analyse and evaluate the material and to reach a balanced and coherent conclusion. For this mark band, however, we should not expect detailed or sophisticated analysis and evaluation. Indeed, much of the evaluative content may be implicit rather than explicitly stated; for example, the appropriate juxtaposition of contrasting arguments and theories is a form of implicit evaluation.

13–16 marks

Answers will demonstrate a high level of knowledge and understanding. There will be little, if any, inaccuracy and reference will be made to a wide range of relevant studies and thinkers. All aspects of the question will be addressed in reasonable detail. The analysis will be balanced, logical and incisive. There will be some explicit evaluation and conclusions will be clear and coherent. At the higher end of the mark band, we should expect to see evidence of originality and sophistication in the presentation of arguments, the treatment of theoretical perspectives, and the conclusions drawn. If all of these elements are present a mark of 16 should be awarded.

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9699	32

1 (a) (i) Define the phrase *stabilisation of the adult personality*. [3]

- 0 No attempt to define stabilisation of the adult personality.
- 1 Stabilisation of the adult personality explained in a simplistic way such as 'making adults stable'.
- 2 The meaning of stabilisation of the adult personality further expanded by showing wider understanding.
- 3 An accurate sociological definition of stabilisation of the adult personality as the term developed by Parsons to show how family life enables parents to continue to fulfil their roles in modern societies but this can be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two consequences of failure to stabilise the adult personality. [6]

Up to 3 marks to be awarded for **each** example such as conflict within families, inefficient society, failure to carry out the instrumental/expressive role functionally.

- 0 No example offered.
- 1 An example of a consequence is identified but no detail is offered.
- 2 As above plus a limited description of the named consequence.
- 3 An example of a consequence is identified and a description given that shows accurate sociological understanding.

There is no requirement for this part of the answer to contain evaluation. (3 × 2)

(b) Evaluate the view that the family performs positive functions both for the individual and society. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Others may attempt descriptions of functions of the family with no reference to the question.

Band 2 5–8

In this band the candidate will either reject or offer a supported defence of the proposition but they are likely to focus either on the family or the individual but not both. This can be supported either by theory or empirical data and is most likely to rely on functionalist theory. Candidates who note that there may be a debate but who do not develop this should receive a mark towards the top of the band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported by a good range of material. There will be a thorough exploration of the arguments that the family performs positive functions for both society and its members together with the negative aspects of family life as well as those theorists who see the family as a form of state ideological control. Give credit for reference to such key thinkers as Fletcher, Delphy and Leonard and Allan and Crow as well as many others. Evaluation in this mark band may be limited.

Band 4 13–16

Knowledge will be applied with a high degree of accuracy, showing a careful analysis of the work referred to and an evaluation, which, at its best, will be detailed, leading to a balanced conclusion.

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9699	32

2 (a) (i) Define the term *domestic labour*. [3]

- 0 No attempt to define domestic labour.
- 1 Domestic labour is explained in a simplistic way such as 'domestic work'.
- 2 The meaning of domestic labour is further expanded by showing wider understanding but this may not be linked to sociological understanding.
- 3 An accurate sociological definition of domestic labour as that unpaid work carried out within the home is given but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two ways in which domestic labour can be seen as exploitative. [6]

Up to 3 marks to be awarded for **each** way such as lack of pay, lack of contract of employment, lack of status.

- 0 No reason offered.
- 1 A reason is identified but no detail is offered.
- 2 As above plus a limited description of the reason.
- 3 A reason is identified and a description given that shows an accurate sociological understanding.

There is no requirement for this answer to contain evaluation. (3 × 2)

(b) Evaluate the view that family life is characterised by equality. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. They may offer descriptions of family life with little or no reference to the question.

Band 2 5–8

In this band candidates will either support or reject the proposition outlined in the question. There will be support from empirical data and the work of such key thinkers as Willmott and Young and Oakley. In this mark band issues of equality are likely to be limited to husbands and wives. Candidates who note that there may be a debate about equality but who do not develop this should receive a mark towards the top of the mark band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported by a good range of material. Both sides of the argument about relationships between husbands and wives within the family will be outlined and reference beyond the Willmott and Young/Oakley debate will be made. In this mark band there will be at least some consideration of other family members and not just husbands and wives. Evaluation in this mark band may be limited.

Band 4 13–16

Knowledge will be applied with a high degree of accuracy, showing a careful analysis of the work referred to and an evaluation, which, at its best, will be detailed, leading to a balanced conclusion.

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9699	32

3 (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 'reproducing culture'.
- 2 The meaning of cultural reproduction is further expanded by showing wider understanding but this may not be linked to sociological understanding.
- 3 An accurate sociological definition of cultural reproduction is given, as the way in which the advantages and disadvantages that attach to certain social groups are transmitted through socialisation to the next generation, but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two examples of the process of cultural reproduction. [6]

Up to 3 marks to be awarded for **each** characteristic such as the power to impose meanings, deciding the knowledge to be transmitted in the education system, deciding which culture is to be considered worthy, gender and ethnicity.

- 0 No characteristic offered.
- 1 A characteristic is identified but no detail is offered.
- 2 As above plus a limited description of the characteristic.
- 3 A characteristic is identified and a description given that shows accurate sociological understanding.

There is no requirement for this answer to contain evaluation. (3 × 2)

(b) Evaluate the Marxist view that the education systems legitimise social inequality. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may describe the supposed advantages of receiving education.

Band 2 5–8

In this band answers may be a supported defence of the proposition; this is most likely to be from a Marxist perspective. An alternative answer will be one that disputes the question, most probably from a functionalist view based on meritocracy. Candidates who note that there may be a debate but who do not develop this should receive a mark towards the top of the band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported by a good range of material. Not only will there be a thorough investigation of the way in which class may influence achievements from both structuralist and interactionist views but a consideration of other views such as ethnicity and gender may also be made. Evaluation in this mark band may be limited.

Band 4 13–16

Knowledge will be applied with a high degree of accuracy, showing a careful analysis of the work referred to and an evaluation, which, at its best, will be detailed, leading to a balanced conclusion.

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9699	32

4 (a) (i) Define the term *material deprivation*. [3]

- 0 No attempt to define material deprivation.
- 1 Material deprivation explained in a simplistic way such as 'your life'.
- 2 The meaning of material deprivation further expanded by showing wider understanding but this may not be linked to sociological information.
- 3 An accurate sociological definition of material deprivation is given, as the lack of material assets when compared with others in order to support living, but this can be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two ways in which middle class children experience educational advantages. [6]

Up to 3 marks to be awarded for **each** advantage related to economic or cultural advantages. To gain top marks, both examples must be clearly different.

- 0 No advantage offered.
- 1 An advantage is offered.
- 2 As above plus a limited description.
- 3 An advantage is identified and a description given that shows accurate sociological understanding.

There is no requirement for this answer to contain evaluation. (3 × 2)

(b) Evaluate the view that the home circumstances of pupils have the most significance on their educational achievements. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may ignore the question and talk about other factors such as the importance of gaining education to be successful in life.

Band 2 5–8

In this band the answer will either be a supported defence or challenge to the question. Answers are most likely to focus on the negative impact the lack of material circumstances will have on a pupil's experience of education and make use of longitudinal studies such as that of Douglas. Candidates who note that there may be a debate but who do not develop this should receive a mark towards the top of the mark band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported by a good range of material. There will be a developed assessment of the relative importance of factors from both within and outside schools. As well as reference to such key thinkers as Douglas, Halsey, Hargreaves, Keddie and Mac An Ghail, such concepts as positional theory can be used with credit. Evaluation in this mark band may be limited.

Band 4 13–16

Knowledge will be applied with a high degree of accuracy, showing a careful analysis of the work referred to and an evaluation, which, at its best, will be detailed, leading to a balanced conclusion.

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9699	32

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

- 0 No attempt to define fundamentalism.
- 1 Fundamentalism defined in a simplistic way such as 'basics'.
- 2 The meaning of fundamentalism further expanded by showing wider understanding but this may not be linked to sociological knowledge.
- 3 An accurate sociological definition of fundamentalism as a return to an earlier purer way of following religion is given but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two fundamentalist religious groups. [6]

Up to 3 marks to be awarded for **each** example such as born-again Christians or the Taliban where the answer is linked to religious practice and not political action.

- 0 No example offered.
- 1 An example of a religious group is identified but no detail is offered.
- 2 As above plus a limited description of the identified religious group.
- 3 An example of a religious group is identified and a description given that shows accurate sociological understanding.

There is no requirement for this answer to contain evaluation. (3 × 2)

(b) Evaluate the view that the main function of religion is to promote social order. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may argue that the problems of the world are caused by religious principles or by failing to follow them.

Band 2 5–8

In this band there will either be a supported defence of the question and maintaining of the status quo or a challenge to it. Evidence can be either from theory or from empirical data but if theory is used it will most likely rely on classical theorists. Candidates who note that there may be a debate but who do not develop this should receive a mark towards the top of the mark band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported by a good range of material. Useful reference can be made to a range of key thinkers such as Weber and Maduro and liberation theology. Credit appropriate references to events in society. Evaluation in this mark band may be limited.

Band 4 13–16

Knowledge will be applied with a high degree of accuracy, showing a careful analysis of the work referred to and an evaluation, which, at its best, will be detailed, leading to a balanced conclusion.

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9699	32

6 (a) (i) Define the term *sect*. [3]

- 0 No attempt to define sect.
- 1 Sect explained in a simplistic way such as 'a religious group'.
- 2 The meaning of sect further expanded by showing wider understanding but this may not be linked to sociological knowledge.
- 3 An accurate sociological definition of a sect as a small religious group with strict modes of behaviour and a charismatic leader is given but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two reasons why a sect may become a denomination. [6]

Up to 3 marks to be awarded for **each** example that demonstrates the process of growing size, wealth, surviving the death of the charismatic leader, developing hierarchical structures.

- 0 No example offered.
- 1 An example is identified but no detail is offered.
- 2 As above plus a limited description of the process.
- 3 An example is identified and a description given that shows accurate sociological understanding.

There is no requirement for this answer to contain evaluation. (3 × 2)

(b) Evaluate the view that religious organisations are losing power and influence in modern industrial societies. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. There may be answers that simply list the supposed benefits of religion and blame all the supposed troubles in the world today on the supposed failures of religion in society.

Band 2 5–8

In this mark band candidates may either defend the proposition in the question or challenge it. Evidence can be either from theory or from empirical data but there may be an over-reliance on the classical theorists. Candidates who note that there may be a debate but who do not develop this should receive a mark towards the top of the mark band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported by a good range of material. Both the ways in which religious organisations are losing power in modern industrial societies and the ways in which power is retained will be explored. Credit candidates who compare society with the past as well as with contemporary non-industrial or traditional societies. Evaluation in this mark band may be limited.

Band 4 13–16

Knowledge will be applied with a high degree of accuracy, showing a careful analysis of the work referred to and an evaluation, which, at its best, will be detailed, leading to a balanced conclusion.

Page 9	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9699	32

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

- 0 No attempt to define master status.
- 1 Master status explained in a simplistic way such as 'big status'.
- 2 The meaning of master status further expanded by showing wider understanding but this may not be linked to sociological knowledge.
- 3 An accurate sociological definition of master status as the status that overrides all others is given but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two causes of a master status. [6]

Up to 3 marks to be awarded for **each** cause such as labelling, self-fulfilling prophecy, deviant career, accepting the label, deviancy amplification, role of the agencies of social control.

- 0 No cause offered.
- 1 A cause is identified but no detail is offered.
- 2 As above plus a limited description of the cause.
- 3 A cause is identified and a description given that shows accurate sociological understanding.

There is no requirement for this answer to contain evaluation. (3 × 2)

(b) Evaluate the view that the working class commit more crime than other groups. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Some answers may limit themselves to describing different types of crime.

Band 2 5–8

In this mark band there may be some confusion between crime and deviance. The majority of answers are likely to be in broad agreement with the proposition quoting crime statistics. Candidates who note that there may be a debate, or those who identify links between different social groups linked to criminality, but who do not develop this should receive a mark towards the top of the mark band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported by a good range of material. There will be a discussion of the appearance of high crime rates not only amongst the working class but also about different groups of working class people and white collar crime. There will be no confusion between crime and deviance. Useful reference can be made to such key thinkers as Merton, Miller, Sutherland, Cohen and Finn as well as many others. Evaluation in this mark band may be limited.

Band 4 13–16

Knowledge will be applied with a high degree of accuracy, showing a careful analysis of the work referred to and an evaluation, which, at its best, will be detailed, leading to a balanced conclusion.

Page 10	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9699	32

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

- 0 No attempt to define deviancy amplification.
- 1 Deviancy amplification explained in a simplistic way such as 'doing wrong'.
- 2 The meaning of deviancy amplification further expanded by showing wider understanding but this may not be linked to sociological knowledge.
- 3 An accurate sociological definition of deviancy amplification as the process whereby the amount of deviance is increased due to the activities of the police and/or media is given but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two sociological examples of the process of deviancy amplification. [6]

Up to 3 marks to be awarded for **each** study/example.

- 0 No study/example offered.
- 1 A study/example is identified but no detail is offered.
- 2 As above plus a limited description of the named study/example.
- 3 A study/example is identified and a description given that shows accurate sociological understanding.

There is no requirement for this answer to contain evaluation. (3 × 2)

(b) 'What is seen as deviant is no more than a matter of interpretation.' Evaluate this claim. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Candidates are likely to show confusion in their answer between crime and deviance.

Band 2 5–8

In this mark band there will either be a supported agreement or disagreement with the question. Most candidates are likely to agree with the proposition citing the work of Becker and Lemert. Candidates who note that there may be a debate but who do not develop this should receive a mark towards the top of the mark band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported by a good range of material. Candidates will clearly show that they understand labelling theory but also a range of other theories that explain why deviance happens. Key thinkers such as Durkheim, Cohen, Merton, Young and Pearce may be referred to amongst others. Evaluation in this mark band may be implicit.

Band 4 13–16

Knowledge will be applied with a high degree of accuracy, showing a careful analysis of the work referred to and an evaluation, which, at its best, will be detailed, leading to a balanced conclusion.

Page 11	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9699	32

9 (a) (i) Define the term *scientific management*. [3]

- 0 No attempt to define scientific management.
- 1 Scientific management explained in a simplistic way such as 'special management'.
- 2 The meaning of scientific management further expanded by showing wider understanding but this may not be linked to sociological knowledge.
- 3 An accurate sociological definition of scientific management as that based on the principle first developed by Taylor in rules, laws and formula is given but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two characteristics of the human relations school of management. [6]

Up to 3 marks to be awarded for **each** example such as the negotiation of rules, worker participation, incentive and social schemes. Allow habituate the work force.

- 0 No example offered.
- 1 An example is identified but no detail is offered.
- 2 As above plus a limited description.
- 3 An example is identified and a description given that shows accurate sociological understanding.

There is no requirement for this answer to contain evaluation. (3 × 2)

(b) 'Of all the factors that influence the experience of work the most significant is that of gender.' Evaluate this view. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may describe or list different types of jobs that they relate to people of different genders.

Band 2 5–8

In this band the candidate will either accept or reject the proposition but this answer will be supported by reference to employment statistics. Towards the top of the mark band candidates are more likely to consider other factors like class, age, migration and identity that influence experience of work. However, these answers will be undeveloped.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported by a good range of material. There will be a consideration of gender as well as other factors that influence experience of work as well as the effects of fluctuating levels of employment, the changing nature of work and the growth of McJobs and part-time/temporary employment. Evaluation in this mark band may be limited.

Band 4 13–16

Knowledge will be applied with a high degree of accuracy, showing a careful analysis of the work referred to and an evaluation, which, at its best, will be detailed, leading to a balanced conclusion.

Page 12	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9699	32

10 (a) (i) Define the term *leisure*. [3]

- 0 No attempt to define leisure.
- 1 Leisure explained in a simplistic way such as 'not working' or 'not having fun'.
- 2 The meaning of leisure further expanded by showing wider understanding but this may not be linked to sociological understanding.
- 3 An accurate sociological definition of leisure is given as those activities undertaken by choice for pleasure and not for obligation, (whether that be paid or unpaid), but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two differences between the leisure patterns of men and women. [6]

Up to 3 marks to be awarded for **each** difference such as type of activity, amount of time, time of day.

- 0 No difference offered.
- 1 A difference is identified.
- 2 As above plus a limited description of the difference.
- 3 A difference is identified and a description given that shows accurate sociological understanding.

There is no requirement for this answer to contain evaluation. (3 × 2)

(b) Evaluate the view that some groups have more power than other groups in the workplace. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may describe the benefits of modern employment and overlook the issue of equality raised in the question.

Band 2 5–8

In this band there will be either a supported acceptance or rejection of the proposition. Answers in this mark band will be supported by evidence such as the work of Durkheim. Mark towards the top of the band those candidates who distinguish between types of equality i.e. opportunity/outcome or consider other factors such as gender. Candidates who note that there may be a debate but who do not develop this should receive a mark towards the top of the mark band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported by a good range of material. Answers may make useful reference to issues relating to unequal unemployment as well as employment and elite self-recruitment and refer to such key thinkers as Jackman, Gallie and Pollert. In this mark band there will be some consideration both of the nature of equality and types of social divisions to be found in the work place. Evaluation in this mark band may be limited.

Band 4 13–16

Knowledge will be applied with a high degree of accuracy, showing a careful analysis of the work referred to and an evaluation, which, at its best, will be detailed, leading to a balanced conclusion.

Page 13	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9699	32

11 (a) (i) Define the term *media manipulation*. [3]

- 0 No attempt to define manipulation.
- 1 Manipulation explained in a simplistic way such as 'fixing'.
- 2 The meaning of manipulation further expanded by showing wider understanding but this may not be linked to sociological knowledge.
- 3 An accurate sociological definition of manipulation in relation to the mass media is given as the way in which the owners deliberately use the media to impose their message but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two factors that influence the content of the media. [6]

Up to 3 marks to be awarded for **each** factor such as agenda setting, gatekeeping, celebrity, news value, ownership, practicality, audience demand.

- 0 No factor offered.
- 1 A factor is identified but no detail is offered.
- 2 As above plus a limited description of the factor.
- 3 A factor is identified and a description given that shows accurate sociological understanding.

There is no requirement for this answer to contain evaluation. (3 × 2)

(b) Evaluate the contribution of pluralist theories to our understanding of the nature and role of the mass media. [16]

Band 1 0–4

In this mark band candidates may make one or two uncritical points about pluralist theories and how they relate to the mass media. Other answers may well describe different types of papers or other media.

Band 2 5–8

In this band the candidate will argue either that the mass media does or that it does not provide information, with little or no reference to the role of the media. Candidates who note that there may be a debate and relate this to pluralist and Marxist views but who do not develop this should receive a mark towards the top of the mark band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported by a good range of material. In this band not only will the candidate outline the argument of the Marxists that the role of the media is to manipulate the audience to follow ruling class views, or to create them through hegemony, but they will also outline the pluralist view that the role of the media is to reflect the views of the audience and provide information. Useful reference can be made to the work of such key thinkers as Blumer and McQuail, Benyon and the GMG. Evaluation in this mark band may be limited.

Band 4 13–16

Knowledge will be applied with a high degree of accuracy, showing a careful analysis of the work referred to and an evaluation, which, at its best, will be detailed, leading to a balanced conclusion.

Page 14	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9699	32

12 (a) (i) Define the term *mass culture*. [3]

- 0 No attempt to define mass culture.
- 1 Mass culture explained in a simplistic way such as 'big culture'.
- 2 The meaning of mass culture is expanded by showing wider understanding but this may not be linked to sociological information.
- 3 An accurate sociological definition of mass culture as culture that is unchallenging and appeals to the lowest common denominator is given but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two ways in which the media may influence the behaviour of audiences. [6]

Up to 3 marks to be awarded for **each** example, such as agenda setting, imitation, catharsis, given directly or indirectly or by theory.

- 0 No example offered.
- 1 An example is identified but no detail is offered.
- 2 As above plus a limited description of the example.
- 3 An example is identified and a description given that shows accurate sociological understanding.

There is no requirement for this answer to contain evaluation. (3 × 2)

(b) 'The mass media has a major influence on the outcome of elections.' Evaluate this claim. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may describe one or two basic pluralist points.

Band 2 5–8

In this mark band the pluralist view will be outlined in a supported but uncritical way. Place in the band according to the breadth and accuracy of the answer. Candidates who make a tentative suggestion that there may be weaknesses in the pluralist explanation but do not develop this should receive a mark towards the top of the mark band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported with a good range of material. Not only will there be an accurate assessment of pluralist theory but this will be assessed against at least two other theories. Reference can be made to key thinkers such as Miliband, Poulantzas, Althusser, Philo and Whale amongst others. Evaluation in this mark band may be limited.

Band 4 13–16

Knowledge will be applied with a high degree of accuracy, showing a careful analysis of the work referred to and an evaluation, which, at its best, will be detailed, leading to a balanced conclusion.