

MARK SCHEME for the May/June 2008 question paper

9699/03

9699 SOCIOLOGY
Paper 3 (Essay 2), 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.

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.

CIE is publishing the mark schemes for the May/June 2008 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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GENERAL MARK BANDS

SECTION 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. If described but not identified award a max. of 2.
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 may offer one description but which accurately describes both examples.

SECTION 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	Syllabus	Paper
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1 (a) (i) **Define the term *family*.** [3]

- 0 no attempt to define family
- 1 family explained in a simplistic way such as ‘my relatives’
- 2 the meaning of family further expanded by showing wider understanding but this may not be linked to sociological examples but rather by describing an individual family or families
- 3 an accurate sociological definition of a family as a social group linked by blood, marriage or adoption but this may be purely theoretical and does not have to contain examples. Candidates may define a family by explaining what is different from a household but this is not a requirement of this question.

(ii) **Identify and briefly describe two examples of family structure.** [6]

Up to 3 marks to be awarded for **each** example such as extended, nuclear, reconstituted, beanpole.

- 0 no example offered
- 1 an example of a family is identified e.g. extended but no detail is offered
- 2 as above plus a limited description of the named example
- 3 an example of a family structure is identified plus a description that shows accurate sociological understanding

There is no requirement for this part of the answer to contain evaluation.

(b) **Evaluate the claim that in modern industrial societies the state has taken over most of the functions of the family.** [16]

Band 1 0–4

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

Band 2 5–8

In this band the candidate may offer a supported defence of the proposition that the state has taken over the functions of the family and this can be supported either by theory or empirical data. Others can argue that the family continues to be responsible for its own affairs. Candidates who note that there may be a debate but who do not develop this, mark at the top of the band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported with a good range of material. There will be a thorough exploration of both the arguments that the state has taken over the functions of the family and the evidence that the family continues to oversee its own affairs. Some may note how change has developed and support their answer with the work of such key thinkers as Fletcher, Delphy and Leonard or Allan and Crow. 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 4	Mark Scheme	Syllabus	Paper
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2 (a) (i) Define the term *childhood*. [3]

- 0 no attempt to define childhood
- 1 childhood is explained in a simplistic way such as ‘being young’
- 2 the meaning of childhood is further expanded by showing wider understanding but this may not be linked to sociological understanding but rather takes a personal view
- 3 an accurate sociological definition of childhood as a social construction but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe two examples from different societies of the way childhood is spent. [6]

Up to 3 marks to be awarded for **each** example from different societies by time or place

- 0 no example offered
- 1 an example of childhood is identified but no detail is offered
- 2 as above plus a limited description of childhood
- 3 an example of childhood is identified plus a description that shows accurate sociological understanding

There is no requirement for this answer to contain evaluation.

(b) Evaluate the claim that the family in modern industrial society fails to protect its less powerful members. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. They may offer a homily about how the family should look after all its members, or how it fails to do so.

Band 2 5–8

In this band candidates will either support or reject the proposition outlined in the question. The work of such key thinkers as Leach may well be included. Candidates who note that there may be a debate, or who wish to explore who ‘less powerful members’ are, but who do not develop this, mark at 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. There will be an exploration of who less powerful members are and better answers will identify more than one. The position of the young and the elderly may well be considered as well as the work of the feminists. 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.

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3 (a) (i) Define the term *educational inequality*. [3]

- 0 no attempt to define inequality
- 1 inequality is explained in a simplistic way such as 'unequal'
- 2 the meaning of inequality further expanded by showing wider understanding but this may not be linked to sociological understanding
- 3 an accurate sociological definition of inequality is given but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe two examples of educational inequality. [6]

Up to 3 marks to be awarded for **each** example such as class, ethnicity, gender.

- 0 no example offered
- 1 an example of an inequality is identified but no detail is offered
- 2 as above plus a limited description of an inequality
- 3 an example of an inequality is identified plus a description that shows accurate sociological understanding

There is no requirement for this answer to contain evaluation.

(b) Evaluate the claim that in modern industrial societies education systems are meritocratic. [16]

Band 1 0–4

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

Band 2 5–8

In this band answers may be a supported defence of the proposition that is most likely to be from functionalist theorists such as Parsons. An alternative answer will be one that disputes the question most probably from a Marxist view. Candidates who note that there may be a debate but who do not develop this, mark at the top of the band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported with a good range of material. There will be support for the contention as well as the contrary argument and this may look at several aspects of education namely class, gender and ethnicity. 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 6	Mark Scheme	Syllabus	Paper
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4 (a) (i) Define the term *sub-culture*. [3]

- 0 no attempt to define sub-culture
- 1 sub-culture explained in a simplistic way such as 'a small part of culture'
- 2 the meaning of sub-culture further expanded by showing wider understanding but this may not be linked to sociological information
- 3 an accurate sociological definition of sub-culture is given but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe two examples of pupil sub-culture. [6]

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

- 0 no example offered
- 1 an example of an educational sub-culture is offered
- 2 as above plus a limited description of the sub-culture
- 3 an example of a sub-culture is offered plus a description that shows accurate sociological understanding

There is no requirement for this answer to contain evaluation.

(b) Evaluate the claim that what happens in classrooms has more influence on educational outcomes than what happens out of school. [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 home background in a common sense way.

Band 2 5–8

In this band the answer will either be a supported defence or challenge to the question. Support can either be from theory or from empirical data that assesses the in-school or out of school factors. Candidates who note that there may be a debate but who do not develop this, mark at 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. There will be a developed assessment of the in-school and out of school factors and this will be supported by such key thinkers as Willis, Ball, Finn and Douglas. 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.

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5 (a) (i) Define the term *religious organisation*. [3]

- 0 no attempt to define religious organisation
- 1 religious organisation defined in a simplistic way such as ‘a prayer group’
- 2 the meaning of religious organisation further expanded by showing wider understanding but this may not be linked to sociological knowledge
- 3 an accurate sociological definition of religious organisation but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe two examples of religious organisations. [6]

Up to 3 marks to be awarded for **each** example such as NRMs, sects, denominations and churches.

- 0 no example offered
- 1 an example of a religious organisation is identified but no detail is offered
- 2 as above plus a limited description of the organisation identified
- 3 an example of an organisation is identified plus a description that shows accurate sociological understanding

There is no requirement for this answer to contain evaluation.

(b) Evaluate the claim that religious organisations are losing their power in modern industrial societies. [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 the loss of power by religious institutions.

Band 2 5–8

In this band there will either be a supported defence of the question 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, mark at 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. Both the ways in which religious organisations are losing power in modern industrial societies as well as the ways in which it is retained will be explored. Credit candidates who compare to the past as well as to contemporary non industrial or traditional societies. Key thinkers such as Bruce and Wallis may be usefully referred to. 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 8	Mark Scheme	Syllabus	Paper
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6 (a) (i) Define the term *cultural defence*. [3]

- 0 no attempt to define cultural defence
- 1 cultural defence explained in a simplistic way such as ‘defending your culture’
- 2 the meaning of cultural defence further expanded by showing wider understanding but this may not be linked sociological knowledge
- 3 an accurate sociological definition of cultural defence but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe two examples of the way in which religion can be used as a means of cultural defence. [6]

Up to 3 marks to be awarded for **each** example that demonstrates the social importance of religion to communities in conflict or in transition.

- 0 no example offered
- 1 an example of cultural defence is identified but no detail is offered
- 2 as above plus a limited description of the process
- 3 an example of cultural defence is identified plus a description that shows accurate sociological understanding

There is no requirement for this answer to contain evaluation.

(b) Durkheim claimed ‘There is something eternal about religion’. Assess this claim. [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.

Band 2 5–8

In this mark band candidates may pick up on the reference to Durkheim in the question but this is not an essential part of an answer. They may interpret it as a secularisation question and either offer a defence or a challenge to that proposition.

Candidates who note that there may be a debate but who do not develop this, mark at 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. Again it is not necessary to pick up on the reference in the quotation but in this mark band candidates are more likely to. Candidates can interpret eternal in a variety of ways that include worship, belief and influence. What is necessary is that they use a range of key thinkers such as Weber, Turner, Bruce and Barker to show that there is evidence both to support and to challenge the proposition. 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.

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

- 0 no attempt to define moral panic
- 1 moral panic explained in a simplistic way such as 'being worried'
- 2 the meaning of moral panic further expanded by showing wider understanding but this may not be linked to sociological knowledge
- 3 an accurate sociological definition of moral panic but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe two examples of moral panic. [6]

Up to 3 marks to be awarded for **each** example such as Cohen's Mods and Rockers or Young's study of Notting Hill.

- 0 no example offered
- 1 an example of moral panic is identified but no detail is offered
- 2 as above plus a limited description of how a moral panic develops
- 3 an example of moral panic is identified plus a description that shows accurate sociological understanding

There is no requirement for this answer to contain evaluation.

(b) Evaluate the claim that crime levels are influenced by the mass media. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may well wish to argue that people who commit a crime should expect to be reported in the papers.

Band 2 5–8

In this mark band there may be some confusion between crime and deviance but there will be either a supported defence of the question or a supported challenge to it. The work of such key thinkers as Durkheim, Bruce and Martin may well be referred to. In this mark band the candidate may just consider levels of crime in general rather than amongst specific social groups. Candidates who note that there may be a debate, or those who identify different social groups, but who do not develop this, mark at 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. In this mark band there will be no confusion between crime and deviance and candidates will show how different groups will receive different representations from the media. This evidence will be compared to one or more other theories about the influences that effect levels of crime in society with reference to the work of such as Sutherland, Chambliss, Cicourel and S. Cohen. 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.

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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 ‘making deviance bigger’
- 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 but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe two examples of the way that deviancy amplification may influence levels of crime and deviance. [6]

Up to 3 marks to be awarded for **each** example of deviancy amplification.

- 0 no example offered
- 1 an example of deviancy amplification is identified but no detail is offered
- 2 as above plus a limited description of deviancy amplification
- 3 an example of deviancy amplification is identified plus a description that shows accurate sociological understanding

There is no requirement for this answer to contain evaluation.

(b) Evaluate the usefulness of interactionist studies in explaining the nature of crime and deviance in society. [16]

Band 1 0–4

In this mark band candidates may wish to either uncritically support or reject the validity of interactionist studies. Some candidates may offer undeveloped views based on common sense about the probable causes of crime.

Band 2 5–8

In this band candidates are likely to concentrate on crime or deviance with little or no reference to the second process. Most will probably focus on the strength of the interactionist theories and refer to such studies as those of Becker. Others may ignore the interactionist approach and concentrate on others. Answers that note that there may be a debate but that do not develop the arguments, mark at 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 exploration of the interactionist theories but there will also be a consideration of at least one other. If several theories are covered then the candidate is more likely to be towards the top of the band. The work of such as Merton, Lemert and Cohen may well be used. 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.

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

- 0 no attempt to define tertiary labour
- 1 tertiary labour explained in a simplistic way such as ‘the third sector’
- 2 the meaning of tertiary labour further expanded by showing wider understanding but this may not be linked to sociological knowledge
- 3 an accurate sociological definition of tertiary labour but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe two examples of change in the occupational structures of modern industrial societies. [6]

Up to 3 marks to be awarded for **each** example such as declining manufacture, levels of female employment or demographics.

- 0 no example offered
- 1 an example of a change is identified but no detail is offered
- 2 as above plus a limited description of a change
- 3 an example of a change is identified plus a description that shows accurate sociological understanding

There is no requirement for this answer to contain evaluation.

(b) Evaluate the claim that equality is a feature of employment in modern industrial societies. [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 ignore the issue of equality raised in the question.

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 such key thinkers as Durkheim. Candidates who note that there may be a debate but who do not develop this, mark at 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. The question may usefully refer to issues of unequal unemployment as well as employment and also elite self recruitment. The work of such key thinkers as Jackman, Pollert and Gallie may be used. 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.

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

- 0 no attempt to define identity
- 1 identity explained in a simplistic way such as ‘your name’
- 2 the meaning of identity further expanded by showing wider understanding but this may not be linked to sociological understanding
- 3 an accurate sociological definition of identity is given but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe two examples of the way in which work may influence social identity. [6]

Up to 3 marks to be awarded for **each** example such as life style, opportunities, health

- 0 no example offered
- 1 an example of identity is identified but is not linked to employment
- 2 as above plus a limited description of identity linked to employment
- 3 an example of identity is identified plus a description that shows accurate sociological understanding of the ways in which employment and identity are linked

There is no requirement for this answer to contain evaluation.

(b) Evaluate the claim that the workforce is undergoing a process of professionalisation. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may describe why people should be professional when they are at work.

Band 2 5–8

In this band there will be either a supported acceptance or rejection of the proposition. Candidates may usefully refer to the work of such key thinkers as Durkheim. Candidates who note that there may be a debate but who do not develop this, mark at 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 the process of professionalisation in modern industrial societies be outlined by reference to such key thinkers as Durkheim, but the arguments for deskilling as outlined by such key thinkers as Ritzer and concepts like the McJobs can also be included. 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.

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

- 0 no attempt to define hegemony
- 1 hegemony explained in a simplistic way such as ‘controlling things’
- 2 the meaning of hegemony further expanded by showing wider understanding but this may not be linked to sociological knowledge
- 3 an accurate sociological definition of hegemony in relation to the mass media but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe two examples of hegemony in relation to the mass media. [6]

Up to 3 marks to be awarded for **each** example that displays how the ruling class use the media to gain consent.

- 0 no example offered
- 1 an example of hegemony is identified but no detail is offered
- 2 as above plus a limited description of hegemony in the mass media
- 3 an example of hegemony is identified plus a description that shows accurate sociological understanding

There is no requirement for this answer to contain evaluation.

(b) Evaluate the claim that the mass media marginalises less powerful social groups. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may well describe or list those individuals in society who are marginal with no reference to the mass media.

Band 2 5–8

In this band the candidate will either argue that the mass media does or does not marginalise social groups and this will be supported by the use of the work of such as the conflict theorists and Pluralists. Candidates who note that there may be a debate but who do not develop this, mark at 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. In this band not only will the candidate outline the argument that the media does marginalise less powerful groups and support this by the use of the work of such as the GMG, but they will also outline the Pluralist view that the media is a reflection of society and may usefully quote from such key thinkers as Whale. 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.

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12 (a) (i) Define the term *hypodermic syringe model*. [3]

- 0 no attempt to define H S M
- 1 H S M explained in a simplistic way such as 'it influences the watchers'
- 2 the meaning of H S M further expanded by showing wider understanding but this may not be linked to sociological information
- 3 an accurate sociological definition of the H S M is given but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe two examples of the problems faced when researching the effects of the mass media on audiences. [6]

Up to 3 marks to be awarded for each example such as access, measurement, validity.

- 0 no example offered
- 1 an example of a problem is identified but no detail is offered
- 2 as above plus a limited description of the problem
- 3 an example of a problem is identified plus a description that shows accurate sociological understanding

There is no requirement for this answer to contain evaluation.

(b) Evaluate the usefulness of cultural effects studies in understanding how audiences are influenced by the mass media. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the validity of cultural effects studies. Other answers may describe culture or cultures perhaps listing the benefits they contain.

Band 2 5–8

In this mark band there will be either a supported acceptance or rejection of the usefulness of cultural effects studies. The work of such key thinkers as Cohen may usefully be referred to. Candidates who note that there may be a debate but who do not develop this, mark at 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 cultural effects studies that may usefully refer to the work of such key thinkers as Cantril, Morley and McQuail, but there will also be an exploration of the use of at least one other theory such as the hypodermic syringe model or uses and gratifications. 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.