

CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Subsidiary Level and GCE Advanced Level

MARK SCHEME for the November 2003 question papers**9699 SOCIOLOGY**

9699/01	Paper 1 (Essay 1), 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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INTERNATIONAL EXAMINATIONS

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November 2003

GCE A AND AS LEVEL

MARK SCHEME

MAXIMUM MARK: 50

SYLLABUS/COMPONENT: 9699/01

SOCIOLOGY
Paper 1 (Essay 1)

Page 1	Mark Scheme	Syllabus
	A/AS LEVEL – NOVEMBER 2003	9699

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Section A

1. 'Sociological research can and should be based on the methods of the natural sciences.' Discuss. (25)

0-6 A simple answer might identify a few basic features of scientific method, with the accompanying assertion that sociology should be 'scientific'. Alternatively, an answer at this level might advance a few limited observations about the differences between the social sciences and the natural sciences.

7-12 At this level we can expect answers to recognise, at least putatively, that there are at least two sides to the debate. A simplistic account of the positivist and anti-positivist positions would justify a mark at the lower end of the range (though note that it is not necessary for candidates to use the terms positivist and anti-positivist as such). A more detailed account or some questioning of the idealised model of scientific method would bring the mark to the top of the band.

13-18 An accurate and reasonably detailed evaluation of the positivist and anti-positivist positions is required at this level. Better answers may also question the objectivity and efficacy of the methods used in the natural sciences (Kuhn, Keat and Urry, etc). Some consideration may be given to the distinction in the question between *can* and *should*, though this is not essential at this level.

19-25 The methods of the natural sciences will be described and critically examined. The positivist and anti-positivist positions in sociology will be evaluated in some depth. The distinction between *can* and *should* in the question will be addressed, possibly through a discussion of the uses of sociological research and/or the role of values in the research process.

2. Outline and assess the functionalist view that social order is based on consensus and shared values. (25)

0-6 A few general, poorly articulated points about the nature of social order might be a feature of answers at this level. If appropriate, albeit simplistic links with the functionalist perspective can be identified in the answer, a mark at the top of the range may be justified.

7-12 A basic account of the functionalist view of social order is proffered. If this also includes an attempt at assessment, albeit rudimentary, award a mark at the top of the range.

13-18 Answers at this level will contain a balanced and accurate account of the functionalist view of social order. There will also be some basic assessment, perhaps in the form of juxtaposition by describing alternative views of social order e.g. Marxist, feminist, postmodernist, etc. Award higher marks for explicit/incisive assessment.

19-25 Answers at this level will include the features outlined for the previous mark band. The assessment of the functionalist view, however, will be detailed and sustained. This may take the form, for example, of evaluating the relative strengths and weaknesses of different perspectives on social order. Another approach would be to unpack the concepts of consensus and shared values, noting perhaps that in reality the processes through which consensus and shared values are achieved are far more complex and problematical than the classical functionalist statements on the subject acknowledge.

Page 2	Mark Scheme	Syllabus
	A/AS LEVEL – NOVEMBER 2003	9699

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Section B

- 3 'The sociologist's theoretical perspective is the main factor influencing his or her choice of research method'. Discuss. (25)

0-6 At this level we might expect a few vague points about the factors influencing choice of research method. These are more likely to be practical points (cost, time, opportunities, etc) than theoretical ones, and the reference to 'theoretical perspective' in the question is likely to go largely or wholly unacknowledged in the answer.

7-12 Answers will demonstrate some awareness of how choice of research method may be influenced by theoretical perspective. Better answers at this level will also consider some other influences on choice of method, though not necessarily in much detail.

13-18 A clear and accurate understanding of how choice of research method may be influenced by theoretical perspective, together with coverage of several other relevant influences would justify a mark at the lower end of the band. At the top end, the discussion will be more explicit and some attempt will be made to reach an overall conclusion.

19-25 A balanced and sustained evaluation of the practical and theoretical factors affecting the choice of research method will be offered and a clear effort will be made to assess the relative importance of these factors and reach a plausible and well-supported conclusion.

4. Compare the advantages and limitations of the different types of interview methods used by sociologists. (25)

0-6 Weak answers might make a few basic points about the interview method in general. Better answers would make a few simple points about one or more distinct types of interview method e.g. structured, semi-structured, unstructured, group, etc.

7-12 Answers will consider the advantages and limitations of two or more types of interview methods, though not necessarily with equal emphasis. The assessment will be basic and, at the lower end, may contain inaccuracy and/or over-simplification. The use of relevant examples from studies would help to support key points and should be rewarded.

13-18 Answers will demonstrate good knowledge and understanding of at least two types of interview method. The assessment will be balanced and sustained, though the treatment of theoretical issues - validity, reliability, objectivity, representativeness, etc - may be rather basic, particularly at the lower end of the mark band.

19-25 Answers at this level will demonstrate the qualities specified for the previous mark band. However, the assessment will be incisive in its treatment of both practical and *theoretical* issues. To reach the top of the band, answers must also cover more than two types of interview method. For example, semi-structured interviews might be mentioned as an alternative to structured/unstructured approaches. Group interviews might also be discussed.

Page 3	Mark Scheme	Syllabus
	A/AS LEVEL – NOVEMBER 2003	9699

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Section C

5. 'Social classes are distinguished today more by differences in lifestyle than by differences in income or wealth'. Discuss. (25)

0-6 At this level we might expect some vague points about the nature of social class, with few direct links to the question as set. Better answers might note - more through assertion than reason - that income and/or wealth continue to be important influences on class position.

7-12 A basic account of the links that may be identified between income and/or wealth and social class. At the lower end, the account will be largely or wholly descriptive. Some attempt at assessment - for example, through discussing the declining/increasing importance of income/wealth in class analysis today - is required to reach the top end of the band.

13-18 Answers will address directly the issue of whether income/wealth have declined in importance as factors shaping class divisions. Higher in the band candidates will also pick up on the reference to 'lifestyle' in the question, perhaps linking this to Weber's discussion of status or the postmodernist concern with consumerism as the key to social divisions in the advanced societies. However, any discussion of this aspect of the question will lack sophistication.

19-25 A detailed and penetrating discussion of the determinants of class today. While the focus may be on the importance of material factors (income and wealth), the cultural/symbolic domain will not be overlooked and the reference to 'lifestyle' in the question will be explored in a reasonably incisive and well-informed way. A balanced and well-supported conclusion will be provided.

6. Identify and account for the pattern of ethnic inequality in a society of your choice. (25)

0-6 Answers in this band might be characterised by a few staccato observations about ethnic inequality in a particular society. Little or no attempt will be made to explain the inequality.

7-12 Answers will be predominantly descriptive, particularly at the lower end of the mark band. Any explanations offered will be basic, possibly simplistic. Answers must be contextualised in terms of a particular society in order to justify more than 10 marks.

13-18 Answers at this level will provide a clear and reasonably detailed account of the pattern of ethnic inequality in a particular society. A sound and concerted attempt will be made to explain the patterns of ethnic inequality. At the top end of the band, we might expect explanations to cover historical, cultural and structural factors, though not necessarily in equal detail.

19-25 Answers at this level will include the qualities outlined for the previous mark band. However, they will be distinguished from the previous mark band by the depth and subtlety of the descriptive content and the sophistication of the explanatory discussion. For example, the discussion of possible explanations might include accurate and well-informed references to appropriate theoretical perspectives e.g. Marxist, Weberian, postmodernist, etc. An attempt might also be made to assess the relative merits of the different explanations offered and reach a balanced and plausible conclusion.

November 2003

GCE A AND AS LEVEL

MARK SCHEME

MAXIMUM MARK: 50

SYLLABUS/COMPONENT: 9699/02

SOCIOLOGY
Paper 2 (Data Response)

Page 1	Mark Scheme	Syllabus
	A/AS LEVEL EXAMINATIONS – NOVEMBER 2003	9699

1.

In most societies there are certain forms of behaviour that are regarded as appropriate for one gender and inappropriate for the other. For example, it is seen as normal in many societies for women to be gentle and emotional by nature; to wear dresses, skirts and make-up; to be better at cooking and dressmaking. On the other hand, for example, men are supposed to be less emotional than women; to be tough and physical; to have a strong sex drive; to regard clothes and their appearance as less important than they are for women; to have mechanical and athletic abilities.

These differences of behaviour that we expect from men and women are often seen as natural. Sociologists disagree. They argue instead that the differences in the way males and females behave are the result of socialisation into a culture that accentuates whatever natural differences there are between males and females.

a) Distinguish between *sex* and *gender*? (2)

Sex refers to the biological differences between males and females; gender describes the socially assigned roles and expectations associated with males and females. Two marks for a clear distinction; one mark for some relevant insight.

b) Describe **two** sources of evidence that may be used by sociologists to show that gender differences are socially constructed. (4)

Appropriate sources of evidence might include: cross-cultural differences in male/female behaviour patterns; historical evidence about changes in male/female patterns of behaviour; sociological studies revealing the influence of environment on patterns of behaviour; etc. One mark for each appropriate source, the other two marks should be used to reward the clarity and/or depth of the descriptions offered.

c) Explain the role of the family in gender socialisation. (8)

0-4 Answers at this level may be description. They may, for example, simply describe the pattern of gender roles found in the stereotypical nuclear family. Better answers will make at least some 'commonsense' observations about how individuals are integrated into these roles within the family.

5-8 Answers will focus on sociological explanations of gender socialisation with reference to the role of the family specifically. Areas covered might include: play and early learning; role-models within the family; differential treatment of girls and boys by parents and other family members; dress codes for boys and girls and other relevant symbolic influences; etc.

d) Assess feminist explanations of gender differences. (11)

0-4 Poorly informed answers that touch on a few possible explanations of gender differences with little or no reference to feminist perspectives might feature at this level. A very minimal, undifferentiated account of feminist theory would also justify a mark in this band, possibly towards the top end.

5-8 Answers will be clearly focused on feminist theory, and at the top of the band will differentiate between different strands of the feminist approach. Responses are likely to be descriptive rather than analytical and so any assessment will be rudimentary and possibly simplistic.

9-11 A detailed and accurate account of feminist explanations will be offered, and this will almost certainly include reference to different strands of feminism - liberal, radical, Marxist, Black, etc. The assessment will be incisive and sustained, particularly at the top of the band. This might be achieved by, for example, discussing various criticisms of feminist theory and/or by contrasting the feminists with other perspectives on gender inequality e.g. Marxist, postmodernist, etc.

Page 2	Mark Scheme	Syllabus
	A/AS LEVEL EXAMINATIONS – NOVEMBER 2003	9699

2.

Questionnaires are sets of written questions that are either mailed to individuals (postal questionnaires) or delivered by the researcher(s). The questions may be *pre-coded* - the respondents are asked a set question and instructed to mark-off an appropriate reply. Alternatively the respondent might be asked to answer a general question in his or her own words. This is known as an *open-ended* question.

Questionnaires tend to be used to produce quantitative data. Quantitative data may be considered more reliable than qualitative data. Since each individual respondent answers precisely the same questions in the same order, they are all responding to the same stimuli. Any differences in response should, in theory, reflect real differences between respondents. Furthermore, the responses produced can be checked by other researchers, and their reliability should therefore be higher.

a) Distinguish between quantitative and qualitative data. (2)

Two marks for a clear and accurate distinction. One mark for some relevant insight. Also, one mark for a 'correct' answer given the wrong way round.

b) Describe an advantage **and** a limitation of using postal questionnaires in sociological research. (4)

One mark for a relevant advantage and one mark for a relevant limitation. The other marks are available to reward the depth and/or clarity of the descriptions.

c) Explain the factors that a researcher should take into consideration when designing a questionnaire. (8)

Factors that might be taken into account when designing a questionnaire include: research aims; type of respondent; question structure and clarity; required response rate and means of achieving it; the attitudes and feelings of the sample group; ethical considerations such as anonymity and sensitive issues; etc.

0-4 A basic account of a few factors, lacking much penetration and insight, could merit 3 or 4 marks.

5-8 A range of factors will be discussed in a way that shows sociological insight and awareness of the complexity of the research process.

d) Assess the usefulness of questionnaires in terms of the concepts of objectivity, reliability and validity. (11)

0-4 A few general points about the strengths and/or limitations of questionnaires, with little or no reference to objectivity, reliability and validity.

5-8 The specified concepts will be used to assess the usefulness of questionnaires, but there may be some inaccuracy and/or lack of depth.

9-11 The concepts will be used accurately and the assessment will be balanced and incisive.

3.

Poverty is a state in which resources, usually material but sometimes cultural, are lacking. There is considerable disagreement about the definition and measurement of poverty. For example, researchers have disputed whether poverty should be measured in absolute or relative terms. Another dispute concerns whether poverty can be defined purely in material terms (for example, wealth and income), or whether the definition should be wider.

Page 3	Mark Scheme	Syllabus
	A/AS LEVEL EXAMINATIONS – NOVEMBER 2003	9699

Sociologists also disagree about the causes of poverty. The earliest theories placed the blame for poverty with the poor themselves. Subsequent contributions have included the 'culture of poverty' theory, and various conflict theories that explain poverty in terms of the failure of society to allocate its resources fairly.

Another dispute concerns whether or not it is accurate to describe the poor as an 'underclass'.

- a) Distinguish between *absolute* and *relative* poverty. (2)

Two marks for a clear distinction. One mark for defining just one of the terms correctly.

- b) Describe two problems with defining poverty purely in material terms. (4)

Problems with defining poverty purely in material terms might include, for example, the following:

- It would include people who are materially poor, while being highly advantaged in cultural and/or spiritual aspects of life e.g. students, priests, etc.
- Some of the possible causes of poverty are cultural rather than material, especially if viewed in terms of the culture of poverty perspective.
- A definition in purely material terms is more suitable for absolute poverty as opposed to relative poverty.
- Full and effective participation in society increasingly depends on access to cultural and symbolic domains (postmodernist perspective).

One mark for each problem, the other marks are available to reward the depth and/or clarity of the description offered.

- c) Discuss the arguments for and against viewing the poor as an *underclass*. (8)

0-4 At the lower end, expect some broad discussions of the disadvantages faced by the poor, with little or no reference to the concept of an underclass. Answers that use the term underclass are likely to be characterised by assertion and/or misunderstanding.

5- 8 Answers display a sound understanding of the concept of an underclass and make some relevant links to the position of the poor. The arguments for and against will be discussed and a clear and well-reasoned conclusion reached. Better answers may be characterised by the intelligent use of appropriate theoretical perspectives and/or recognition that the concept of an underclass is inherently ambiguous and subject to competing definitions.

- d) Assess the culture of poverty theory. (11)

0-4 Answers are likely to be descriptive. A reasonably clear though simplistic account of the culture of poverty theory, with little or no assessment, could achieve up to 4 marks.

5-8.1 Answers at this level will focus on the task of assessing the culture of poverty theory, though the analysis will lack sophistication. The account of the culture of poverty theory will be reasonably accurate.

9-11 Appropriate criticisms of the theory will be considered and, for marks at the upper end of the band, some attempt will be made to provide a balanced and plausible overall evaluation.

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November 2003

GCE A AND AS LEVEL

MARK SCHEME

MAXIMUM MARK: 75

SYLLABUS/COMPONENT: 9699/03

SOCIOLOGY
Paper 3 (Essay 2)

Page 1	Mark Scheme	Syllabus
	SOCIOLOGY – November 2003	9699

Section A

0-3 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.

4-6 marks

Answers will demonstrate a basic knowledge and understanding. There may be some inaccuracy and/or omissions of key points. However, there will be evidence that the candidate has made a fair attempt to answer the question as set. Answers at the upper end of the mark band will make some appropriate reference to key studies and concepts.

7-9 marks

Answers will demonstrate a good grasp of knowledge and understanding. Relevant studies and thinkers will be referred to where appropriate and the candidate will have made a concerted effort to address the entire question. The question will have been interpreted accurately and appropriate material selected. Analysis and evaluation are not essential to do well at this level.

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 2	Mark Scheme	Syllabus
	SOCIOLOGY – November 2003	9699

www.PapaCambridge.com

1[a] Describe, with examples, the ways in which the family is linked to the economy in society. (9)

0-3

Limited grasp of the nature of the ties between the economy and the family. Answers may be limited to weak definitions of types of economic systems with no reference to examples.

4-6

Candidates begin to offer a more detailed description of families and the way the family either serves or fits the economy and offers appropriate examples selected either from existing or extinct societies. In this band reference to theoretical perspectives may be by implication rather than by name, but answers that are specific are more likely to be at the top of the mark range.

7-9

Candidates offer a clear description of Marxist and Functionalist theories of the family and relationship between the family and the economy showing by appropriate examples a sound knowledge. [If alternative appropriate examples are used candidates still enter this band.] If this is well done full marks may be awarded but evaluation need not be included to achieve this level.

1[b] Evaluate the claim that the process of industrialisation leads to the decline of the extended family. (16)

0-4

In this band answers are likely to agree with the proposition and follow a classical Functionalist view that pre-industrial/traditional societies are extended whilst modern ones are nuclear. If key thinkers are referred to they are likely to be limited and may be irrelevant. Candidates may offer definitions of industrialisation rather than look at the implication of industrialisation on the family. In this mark band there will be no useful evaluation.

5-8

Answers include more reference to appropriate materials and may begin to evaluate by criticising the contention, in this band this is likely to be by example i.e. the existence of nuclear families in the past and other types of family structure in the present, rather than by the specific evaluation of theories such as that of Parsons.

9-12

Answers show a thorough understanding of the question and offer a good range of material such as the work of Anderson and Laslett, as well as Wilmott and Young, Rosser and Harris, Parsons, Sussman and Burchinal, Litwak etc. The notion of diversity both in the past and present may be explored. At this level evaluation may be implicit.

13-16

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

2[a] Describe the main changes that have occurred in the distribution of power within families in the last 100 years. (9)

0-3

A limited grasp of the nature of conjugal roles may characterise answers in this band. Answers may be limited to weak definitions of husbands and wives with no reference to examples.

4-6

Candidates begin to offer a more detailed description of the variety of conjugal roles and offer appropriate examples but this description will be partial in some respects. There may also be some reference to the changed status of other members of the family, but this will be undeveloped and may well be just by an example.

Page 3	Mark Scheme	Syllabus
	SOCIOLOGY – November 2003	9699

7-9

Candidates will offer clear descriptions both in the context of traditional and modern societies. At the top end of the range candidates may well make reference to the dimension of power in relationships and describe both conjugal and other relationships within families. If this is done well full marks may be awarded but evaluation need not be included to achieve this.

2[b] Outline and assess the implications for society of the changes you have outlined in your answer to part [a]. (16)

0-4

In this band answers are likely to be descriptive of changing conjugal roles and limited to these relationships. On the other hand, they may ignore conjugal roles and be limited to the relationships between parents and children. If key thinkers are referred to it will be in a limited way. In this mark band there will be no useful evaluation.

5-8

Answers begin to include more references to appropriate material, to the variety and changing nature of conjugal roles and/or other family relationships and begin to consider the implications of these changes on society, for example on the nature of the workforce and divorce or the status of children.

8-12

Answers show a thorough understanding of the question and offer a good range of material such as the work of Goode, Parsons and Aries. They may show the more symmetrical relationships that exist in industrial societies in marriage as well as the consequences of falling birth rates and/or the status of the elderly. At the top end of the band candidates may well interrogate issues of power in relationships and theories about the social forces leading to divorce. Reference may be made to dysfunctional families and the work of such thinkers as Leach Laing and Cooper. At this level evaluation may be implicit.

13-16

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

3 [a] What are the major influences on female education? (9)

0-3

Candidates who offer only 1 or 2 appropriate examples should be marked at this level.

4-6

Candidates who begin to classify reasons for the educational achievement of girls as factors within school and those without should be marked at this level. One or both of these may be partial at this level and there will be omissions.

7-9

At this level both influences within school as well as those outside will be explained in depth demonstrating good understanding. At the top of the level candidates will offer research to support their answer but this need not be evaluated to receive full marks.

3[b] Evaluate the proposition that the educational achievements of females are based on their socialisation. (16)

0-4

In this band answers are likely to agree with the proposition. If reference to theorists is made it will be over reliant on work such as Parsons and the expressive female role or be reliant on examples from individual experience. There will be no useful reference to the processes that occur within the school environment. In this mark band there will be no useful evaluation.

Page 4	Mark Scheme	Syllabus
	SOCIOLOGY – November 2003	9699

5-8

Answers begin to include more references to appropriate material and may begin to distinguish between such factors as traditional expectations and differential achievements of boys and girls. In this mark band candidates are likely to make implicit rather than explicit evaluation by including two views such as Feminist and Functionalist views.

9-12

Answers show a thorough understanding of the question and offer a good range of material that clearly show how female achievements are related to a variety of factors. More critical answers may touch on issues such as patriarchal ideology and political control of the curriculum. Candidates may begin to develop the complexity of the topic by an analysis of results in the past as well as the present and the subject differentials. Key thinkers such as Stanworth, Spender, and McRobbie as well as many others may be referred to with credit. At this level evaluation may be implicit.

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 the best will be detailed leading to a balanced conclusion.

4[a] Describe the role of two different education systems with which you are familiar. (9)

0-3

At this level candidates may well attempt to describe a school rather than a system. Alternatively they may answer in general terms not making it clear which system is being described. This may be by comparing public and private sectors or schools within one society as well as between societies.

4-6

Candidates, to enter this level, need to be explicit about which systems are being described whether this is within or between societies. However, the explanations will not be balanced and there will be omissions, in particular the description of one system may be partial. If role is referred to it may be in an implicit way.

7-9

Candidates will offer a detailed explanation offering a good understanding of both theories within an educational context. The candidates should be clear about the theoretical perspectives they are describing and this should also include the purpose of the system being described. If this is done well full marks may be awarded but an evaluation is not necessary to achieve this. Also allow at this level candidates who make reference to different educational ideologies.

4[b] Evaluate the proposition that education systems disproportionately benefit the most powerful in society. (16)

0-4

In this band answers are likely to generally agree with the proposition. Material, when offered, is likely to be in the form of lists. Candidates who offer answers, which attempt to explain what the role of education could be in promoting equality, rather than examining the situation that is to be found in societies should be marked in this band. In this mark band there will be no useful evaluation.

5-8

In this mark band candidates will still be in general agreement with the proposition but will support their answer with relevant, possibly dated, material such as Davis and Moore and Bowles and Gintis.

Page 5	Mark Scheme	Syllabus
	SOCIOLOGY – November 2003	9699

9-12

Answers, which demonstrate a thorough understanding of the question and offer a good range of material, should be placed in this mark band. This will involve both an understanding of the Functionalist view that the education systems have opened up the possibility for all those in all strata of society to compete on equal terms. As well as the classical Marxist view that argues that educational systems enable the continuation of ruling class domination. At this level evaluation may be implicit.

13-16

Knowledge will be applied with a high degree of accuracy showing a careful analysis of the work referred to and an evaluation that at the best will be detailed leading to a balanced conclusion. At the top of the band candidates may well interrogate the meaning of most powerful and make useful reference to gender/ethnicity.

5[a] Describe the role of religion in maintaining social order. (9)

0-3

Limited grasp of explanations of the role of religion. Answers may confuse the explanations offered, make reference to common sense material or just may a slight reference to only one theory.

4-6

Candidates begin to offer a more detailed explanation of one theory or give clear reference to two identified or recognisable theories, one of which will not be as coherently explained as the other.

7-9

Candidates offer a clear description of at least two theories of the role of religion in society and display coherent understanding. If this is well done full marks may be awarded but evaluation need not be included to achieve this level.

5[b] Assess the view that religion promotes social change. (16)

0-4

In this band candidates are likely to either agree or disagree with this proposition. Answers will be limited and offer only one or two weak, possibly dated, examples.

5-8

Answers include more reference to appropriate material and may begin to evaluate by showing that religion can both be seen as a means of gaining social change and that of preserving the status quo. In this band this is likely to be by specific example rather than by evaluation of the work of any of the key thinkers such as Comte or Weber.

9-12

Answers in this band show a thorough understanding of the question and offer a good range of material such as Marxist explanations of maintaining control, Functionalist views of social cohesion and value consensus and Weber's theories for the potential for religion to both promote and restrict change. At this level evaluation may well be implicit.

13-16

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

Page 6	Mark Scheme	Syllabus
	SOCIOLOGY – November 2003	9699

6[a] Describe two religious movements and the social composition of their membership. (9)

0-3

Candidates offer only one or two, possibly confused, points and might only make reference to one religious movement. There may be confusion between a religious movement and an individual place of worship.

4-6

Candidates begin to identify clearly two religious movements but one may be partial. At this level there will be omissions.

7-9

Candidates show that they can clearly describe two religious movements and the social composition of their membership. At the top of the mark band the candidate will have selected movements that are clearly different. If this is well done then full marks may be awarded but evaluation need not be included to achieve this level.

6[b] Assess the proposition that religious movements have less power in societies than in the past. (16)

0-4

In this mark band candidates are likely to either agree or disagree with the proposition. The answer may only offer one or two points as examples rather than a theoretical perspective.

5-8

Answers begin to offer a fuller explanation; they may begin to show that the terms 'clergy' and 'church' are not interchangeable. The majority of the answer may be by example of what the clergy were able to do in the past as compared to today but there will be some consideration of the nature of power.

9-12

Answers show a thorough understanding of the question and offer a good range of materials. Candidates begin to evaluate the nature of religious power both in the past and in contemporary societies. At the top of the band candidates may well consider the power of new religious movements and acknowledge more than one religious system. Key thinkers such as Weber and Durkheim may be referred to as well as Wallis and Berger as well as many others. At this level evaluation may well be implicit.

13-16

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

7[a] Explain, with examples, how 'the self fulfilling prophecy' may contribute to levels of crime in society. (9)

0-3

Candidates in this band may attempt a definition of the concept but either fail to give examples or offer an inaccurate explanation.

4-6

To enter this level candidates need to both offer examples and these need to be linked to levels of crime. The examples may be weak giving an unbalanced answer.

7-9

Candidates need to display both good knowledge and understanding of the meaning of the concept and give appropriate examples. The best candidates may show the levels of crime may be reduced as well as increased. If this is well done 9 marks should be awarded; evaluation is not needed to achieve this.

Page 7	Mark Scheme	Syllabus
	SOCIOLOGY – November 2003	9699

7[b] 'Crime is an activity undertaken by the powerless in society' How valid is this as a description of the perpetrators of crime in society? (16)

0-4

In this mark band candidates are likely to offer an uncritical yes. If a more detailed answer is offered, then it is likely to be as a list of the different studies [such as Cohen] that have shown how the people at the bottom of the social stratification system are the most likely to become 'criminal'. In this mark band there will be no useful evaluation.

5-8

Candidates in this level will begin to consider the different theories of the composition of criminals. They may well make reference to the difficulties in knowing who has actually committed crime and may consider how crime gets defined. In this mark band candidates may still be largely uncritical and see crime as the result of oppressive systems of social control.

9-12

Answers show a thorough understanding of the question and offer a good range of material applied appropriately to the question. Candidates will need to consider a range of factors that influence the occurrence of crime as well as the forces of social control. This should include the social construction of crime and at the top of the mark band may also refer to why some groups, such as females, have low rates of conviction. The range of theories and data that is available is vast but may well include such writers as Cohen, Merton, Box, Chambliss Young and Pearce. At this level evaluation may be implicit.

13-16

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

8[a] Explain, with examples, the limitations of official crime statistics. (9)

0-3

Candidates' answers may be limited to one or two weak limits of crime statistics; examples may be misleading or inaccurate.

4-6

Candidates begin to offer a more detailed description of the limitations of the use of crime statistics and use some appropriate examples or make reference to the key thinkers or such concepts as the dark figure. If both of these are done even if one is weak they may be marked at the top of the level.

7-9

Candidates offer an accurate and detailed explanation of the weaknesses/problems associated with crime statistics using examples in their answer and they may well consider relevance. At the top end of the level reference may well be made to the manipulation of statistics. If this is done well then full marks may be awarded but evaluation is not necessary for this.

8[b] Assess the usefulness of self-report and victim studies in explaining the nature of crime statistics. (16)

0-4

At this level candidates are likely to describe rather than assess and candidates may limit themselves to only one type of study. Answers are likely to be in the form of a list and if key thinkers or studies are referred to they are likely to be either limited and or dated. In this mark band there will be no useful evaluation.

5-8

In this mark band candidates will consider both types of study but one may only be referred to briefly. Answers may describe the methods and may even look at the problems with the methodology but do not link this to crime statistics.

Page 8	Mark Scheme	Syllabus
	SOCIOLOGY – November 2003	9699

9-12

Answers will show a thorough understanding of the question and offer a good range of materials. Candidates will have considered both self-report studies and victim studies in their answer. Candidates are likely to acknowledge that there are limitations to statistics and comment on the way in which they can be used. They may get involved in the Interactionist/Positivist debate about research into criminality. At this level evaluation may be implicit.

13-16

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

9[a] Describe, with examples, how the position of females in paid employment has changed in the last 100 years. (9)

0-3

Answers show limited grasp of the nature of the labour market and may be limited to descriptions of employment and reference to female employment examples, if used, will be inappropriate.

4-6

Candidates begin to offer a more detailed description of the labour market and offer some appropriate examples of female employment patterns. The nature of female employment will be clearly explained and some changes described e.g. work based in the home to paid employment may be highlighted. Award marks within the level by the quality of the examples offered.

7-9

Candidates offer a clear explanation showing, by appropriate use of examples, a thorough knowledge of females in the labour market. The candidates may highlight general tendencies but also point out different patterns over time and in different societies. Evaluation is not a necessary component of an answer achieving full marks.

9[b] Assess the social consequences of the changes that have occurred in female employment in the last 100 years. (16)

0-4

In this band answers are likely to offer a list of assumed/real changes in employment patterns. These may present a view of female employment as one of being a new phenomenon associated with factories and define all other activities as non-work. No explanation of the societal consequences of these changes will be included. In this mark band there will be no useful evaluation.

5-8

Answers include more reference to appropriate materials and begin to show the consequences of female employment today. In this mark band there will be some awareness of the changes and their impact on societies. This might be restricted to such changes as the consequences of female labour on the family. Candidates may also show how these changes in employment patterns have had consequences on the social construction of masculinity.

9-12

Answers show a thorough understanding of the question and offer a good range of material and the consequences, for example, on social policy may be considered. Key thinkers such as Leighton and Crompton may be included. Answers at the top of the range will consider not only what effect these employment changes have on society but may also consider how the study of this area has been one based on the Parsonian model of the harmonious functioning family unit. At this level evaluation may be implicit.

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	Syllabus
	SOCIOLOGY – November 2003	9699

www.PapaCambridge.com

10[a] Outline the main social consequences of unemployment. (9)

0-3

Answers may offer a weak list of the consequences or describe 1 or 2 features either for the individual or for society.

4-6

Answers offer a fuller explanation of the consequences and at least note that these can be for the individual as well as society but one of them may well be undeveloped.

7-9

Candidates offer an explanation of the consequences of unemployment that considers both the individual as well as the wider society showing a detailed understanding. Evaluation of which is not necessary to achieve full marks.

10[b] 'The nature of a person's employment determines the nature of their non work activities'. Assess this statement. (16)

0-4

In this mark band candidates are likely to accept the proposition at face value. Answers at the top of the band are likely to offer a list of types of employment and the non-work activities associated with it. In this mark band no useful evaluation will be made.

5-8

Answers include more reference to appropriate materials but the candidates are likely to be still in general agreement with the statement. This agreement could take the form of a list of studies of work such as Parker. If this is well done mark at the top of the mark band.

9-12

Answers show a thorough understanding of the question and offer a good range of material. Candidates begin to show that although employment is a major factor, non-work activities are affected by many other factors such as social mobility or levels of pay. At the top end of the band candidates may explore the debate as to whether non-work time is manipulated and/or make reference to the similarities that exist in these activities between people with different types of employment.

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.

11[a] Describe the Pluralist and Marxist theories of the role of the mass media in modern industrial societies. (9)

0-3

Limited understanding of the theories shown, the answers may be muddled and rely wholly on classical views. Candidates may only attempt to address one of the theories in the question.

4-6

Candidates begin to give a more detailed description of both theories but at this level one may be partial and the other incomplete. Some reference may be made to the variety of views within each perspective. Either the Pluralist or Marxist view will dominate the answer.

7-9

Candidates offer a clear explanation of the different theories and the differences within them. At the top of the mark band candidates may well offer a range of examples from the different theoretical perspectives. Evaluation of these perspectives is not necessary to achieve full marks.

Page 10	Mark Scheme	Syllabus
	SOCIOLOGY – November 2003	9699

www.PapaCambridge.com

11[b] Assess the usefulness of Pluralist and Marxist theories in explaining the role of the mass media in the political process. (16)

0-4

Candidates in this mark band are likely to offer a limited range of knowledge that is not wholly relevant to the question, they may well repeat their previous answer and make no appropriate reference to the political process. In this mark band candidates will offer no useful evaluation.

5-8

Answers include more reference to appropriate materials but understanding is still likely to be partial in some respects. Knowledge may well be presented in the form of a list and if there is evaluation it will be present in the form of different views for which the theorists/theory may or may not be identified.

9-12

Answers show a thorough understanding of the question and offer a good range of materials and candidates show an awareness of both Pluralism and Marxism and how the mass media enhances the democratic process or manipulates choice. Reference can be made to such key thinkers as Miliband, Poulantzas, Althusser, Butler and Stokes as well as many others. At this level evaluation may well be implicit.

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 best will be detailed and leading to a balanced conclusion.

12[a] Describe, with examples, how the mass media can effect levels of deviance in societies. (9)

0-3

Answers which attempt a description of what the mass media does or which only offer 1 or 2 weak examples, possibly not even related to deviance, should be marked at this level.

4-6

Candidates begin to give a more detailed description of the role of the media in the process of deviance amplification. This will still be an incomplete explanation.

7-9

Candidates offer a detailed explanation and use examples appropriately to show the process of amplification. Candidates who show that levels can also be reduced when the forces of social control ignore their behaviour should be marked at the top of the mark band. Evaluation is not necessary to achieve full marks.

12[b] Assess the usefulness of the 'Hypodermic Syringe Model' for explaining the ways in which audiences react to the mass media. (16)

0-4

In this mark band candidates are likely to restrict their answers to a consideration of the H.S.M. in outline form only. In this mark band the candidate will make no useful evaluation.

5-8

Answers will not only describe the H.S.M. but will consider how useful the model is, but in this mark band this consideration is not likely to be through a consideration of the alternative models.

9-12

Answers show a thorough understanding of the question and offer a good range of material. Candidates will show that they have a detailed understanding of the H.S.M. as well as Market Forces, Uses and Gratifications and Cultural Effects studies. They show that each method has strengths and weaknesses but at this level evaluation may well be implicit.

13-16

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