

**MARK SCHEME for the October/November 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 October/November 2011 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

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 may 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.

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1 (a) (i) Define the term *matrifocal*.

- 0 No attempt to define matrifocal.
- 1 Matrifocal explained in a simplistic way, such as 'a woman's family'.
- 2 The meaning of matrifocal further expanded by showing wider understanding but this may not be linked to sociological examples but rather to a description of any females in families.
- 3 An accurate sociological definition of a matrifocal family as one that is run and controlled/headed by women is given but this can be theoretical and does not have to contain examples.

(ii) Identify and briefly describe two alternatives to the matrifocal family. [6]

Up to 3 marks to be awarded for **each** alternative, such as patrifocal, patriarchal, democratic, household. (3x2)

- 0 No alternative offered.
- 1 An alternative is identified but no detail is offered.
- 2 As above plus a limited description of the named alternative.
- 3 An alternative is identified which shows accurate sociological understanding, such as patriarchal family (1 mark) which is a family in which the male(s) have a superior status to females and in which their authority is dominant and decision-making rests with them (2 marks). (1+2)

(b) Evaluate the view that in modern industrial societies there is no such thing as a dominant family structure. [16]

Band 1 0–4

In this band the candidate may wish to support or reject the proposition uncritically. Others may attempt some descriptions of the functions of the family with little or no reference to families.

Band 2 5–8

In this band the candidate will either offer a supported defence of the proposition that dominant family structures can be found in modern industrial societies or evidence that they cannot be found. This can be supported either by theory or empirical data. Answers which raise the issue of diversity can also be placed here. Candidates who note that there may be a debate but who do not develop this should receive a mark at 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 for the continuance of dominant family structures and diversity. There can be a full discussion of diversity both from an historical and a contemporary view. Key thinkers such as Allan and Crow can be used as well as Anderson and Laslett. 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, perhaps referring to the convergence of diversity, leading to a balanced conclusion.

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2 (a) (i) Define the term *dual burden* in relation to the family.

- 0 No attempt to define dual burden.
- 1 Dual burden is explained in a simplistic way, such as 'two burdens'.
- 2 The meaning of dual burden is further expanded by showing wider understanding but this may not be linked to sociological understanding.
- 3 An accurate sociological definition of dual burden as the double shift endured largely by women in having paid employment and then returning home for a second job is given but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two causes of the dual burden. [6]

Up to 3 marks to be awarded for **each** cause, such as patriarchy, increasing female paid employment, equal opportunities, consumerism, changing patterns of employment and gender expectations. (3x2)

- 0 No cause offered.
- 1 Cause is identified but no detail is offered.
- 2 As above plus a limited description of the named cause.
- 3 A cause that shows accurate sociological understanding is identified, such as gender expectations (1 mark) in which females are expected to take the main burden of domestic work as well as the expectations of modern life which also require women to enter paid employment (2 marks). (1+2)

(b) Evaluate the view that in modern industrial societies domestic labour is now shared between couples. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. They may offer a list of what labour takes place in the home, 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. Answers are most likely to be limited to the Willmott and Young/Ann Oakley debate and limit themselves to the end (or not) of patriarchy. Those candidates who note that there may be a debate but who do not develop this should receive a mark at 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 investigation of the question. Evidence of increasing trends towards egalitarian practices will be given, as well as evidence that demonstrates that little has changed. Candidates may compare modern with traditional societies as well as making historical comparisons. In this band there must be clear acknowledgment of diversity of relationships and the work of such key thinkers as Thorne, Allan and Crowe and the Rapoport reports may be referred to 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.

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3 (a) (i) Define the term *cultural capital* in relation to education.

- 0 No attempt to define cultural capital.
- 1 Cultural capital is explained in a simplistic way, such as 'having capital'.
- 2 The meaning of cultural capital is further expanded by showing wider understanding but this may not be linked to sociological understanding.
- 3 An accurate sociological definition of cultural capital is given, as the advantage that having dominant culture can give to an individual, but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two examples of how cultural capital can influence educational outcomes. [6]

Up to 3 marks to be awarded for **each** example, such as understanding school culture, teachers' labelling, parentocracy, type of socialisation and language codes. (3x2)

- 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 that shows accurate sociological understanding is identified, such as labelling by teachers (1 mark) which results in teachers having high expectations of pupils who possess cultural capital and low expectations of those who do not and this then creates the self-fulfilling prophecy, to the benefit of those who possess cultural capital (2 marks). (1+2)

(b) Evaluate the view that education is the most important way of achieving social mobility 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 to be gained from obtaining an education.

Band 2 5–8

In this band answers may be a supported defence of the proposition from a broadly functionalist/meritocratic standpoint. An alternative answer will be one that disputes the question, most probably from the Marxist position. Candidates who note that there may be a debate but who do not develop this should receive a mark at 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. In this band there will be a well-developed debate that may well consider the extent of the role of education in social mobility. A range of material may be used that can include studies of social mobility but they are not a necessary part of this answer. 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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4 (a) (i) Define the term *peer group* in relation to education.

- 0 No attempt to define peer group.
- 1 Peer group explained in a simplistic way, such as 'same age'.
- 2 The meaning of peer group further expanded by showing wider understanding but this may not be linked to sociological information.
- 3 An accurate sociological definition of peer group as pupils of a similar age and behaviours that may be a subset of mainstream culture is given but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two ways in which pupils may react to school. [6]

Up to 3 marks to be awarded for **each** reaction, such as integration, ritualism, compliance or any named example from empirical data. (3x2)

- 0 No reaction offered.
- 1 A reaction is offered.
- 2 As above plus a limited description of the named reaction.
- 3 A reaction is identified that shows accurate sociological understanding, such as Paul Willis's 'the lads' (1 mark) who had seen through the capitalist trap and did not believe in meritocracy and so made no attempt to do well but instead developed a counter-school culture, which included messing about in lessons and valuing working class attitudes (2 marks). (1+2)

(b) Evaluate the view that teachers remain the most significant influence on pupil achievement. [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 role of education or benefits to be gained from it.

Band 2 5–8

In this band the answer will either be a supported defence of or challenge to the question. Candidates in this band may note the interactionist reference in the question and, if that is so, are most likely to support the view. Others may reject it and offer factors such as material ones or a conflict perspective to challenge the contention. Candidates who note that there may be a debate but who do not develop this should receive a mark at 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 developed assessment of the question from both the view of the interactionist perspective of the role of teachers in pupil achievement as well as a range of other views. The work of key thinkers such as Cicourel and Kitsuse, Rosenthal and Jacobsen, Ball, Hargreaves, Keddie and Woods can be referred to 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.

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5 (a) (i) Define the term *social solidarity*.

- 0 No attempt to define social solidarity.
- 1 Social solidarity defined in a simplistic way, such as 'being social'.
- 2 The meaning of social solidarity further expanded by showing wider understanding but this may not be linked to sociological knowledge.
- 3 An accurate sociological definition of social solidarity as the shared values, norms and sentiments to be found within a culture is given but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two consequences of lack of social solidarity. [6]

Up to 3 marks to be awarded for **each** consequence, such as anomie, normlessness, lack of shared religion, breakdown of law and order, levels of deviance, underclass, alienation. (3x2)

- 0 No consequence offered.
- 1 A consequence is identified but no detail is offered.
- 2 As above plus a limited description of the identified consequence.
- 3 A consequence of lack of social solidarity is identified that shows accurate sociological understanding, such as anomie (1 mark) which results in a breakdown in norms and values, leaving individuals unsure about the rules that should guide behaviour (2 marks). (1+2)

(b) Evaluate the view that the role of religion is to maintain social cohesion. [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 a lack of, or too much, religion.

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 should receive a mark at 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. The possibility of religion both maintaining social cohesion and as an initiator of social change will be considered. At the top of the mark band, candidates may well develop a debate based on more contemporary thinkers, such as Bruce, Taylor and McGuire. 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.

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6 (a) (i) Define the term *new religious movement*.

- 0 No attempt to define new religious movements (NRMs).
- 1 NRMs explained in a simplistic way, such as 'movements'.
- 2 The meaning of NRMs further expanded by showing wider understanding but this may not be linked to sociological knowledge.
- 3 An accurate sociological definition of NRMs is given, as religious organisations that have arisen since the 1970s and come in a variety of forms demanding differing levels of commitment from members, but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two ways in which a church can be distinguished from a denomination. [6]

Up to 3 marks to be awarded for **each** example, such as linked (or not) to upper classes in society, the nature of leadership, level of commitment, links to the state, size. (3x2)

- 0 No example of difference offered.
- 1 An example of a difference is identified but no detail is offered.
- 2 As above plus a limited description of the process.
- 3 An example of a difference is identified and a description given that shows accurate sociological understanding, such as size (1 mark), in that churches tend to have large memberships which reflect the whole society in which they are to be found, whereas the membership of denominations is smaller and may be limited to some groups within the society (2 marks). (1+2)

(b) Evaluate the view that modern industrial societies are less religious now than in the past. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. There may be answers where candidates blame what they see as problems in modern society on the loss of religious power.

Band 2 5–8

In this mark band candidates may offer a one-sided view of 'less religious', such as secularisation or falling church attendance. Others may ignore these issues and rather consider the power and influence of religions in society. Candidates who note that there may be a debate but who do not develop this should receive a mark at 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. Both the way in which religion may be losing power in modern industrial societies as well as the way in which power is retained may be explored. Key thinkers such as Bruce and Wallis may be referred to with credit, as well as others including the classical theorists. 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.

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7 (a) (i) Define the term *status frustration*.

- 0 No attempt to define status frustration.
- 1 Status frustration explained in a simplistic way, such as 'being angry'.
- 2 The meaning of status frustration further expanded by showing wider understanding but this may not be linked to sociological knowledge.
- 3 An accurate sociological definition of status frustration is given, as the feelings experienced by those members of society who lack a range of means to 'success' when they have avenues to social mobility blocked, causing them to seek alternatives, but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two sanctions that may be used to discourage deviance. [6]

Up to 3 marks to be awarded for **each** example that shows how deviance can be sanctioned, such as reprimand actions of the police, judicial system, and fear of punishment. (3x2)

- 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 plus a description is given that shows accurate sociological understanding, such as fear of punishment (1 mark) so that individuals refrain from committing deviant acts like playing truant from school for fear of censure or punishment (2 marks). (1+2)

(b) 'People are more likely to commit crime if they live in inner city areas.' Evaluate this view. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Some answers may describe areas, or the types of people found in some areas, that are supposedly more responsible than others for criminal behaviour.

Band 2 5–8

In this mark band there may be some confusion between crime and deviance. In this band the proposition is most likely to be accepted uncritically and evidence of working class areas being responsible for most criminality will be given. Others may reject this and offer a different explanation of criminal behaviour, such as a Marxist one. Candidates who note that there may be a debate but who do not develop this should receive a mark at 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 the candidate show that there are theories such as that of Mayo and Pahl that link criminality to locality or community, but these can be compared with a range of others, such as those of Taylor, Walton, Young, Merton etc. There will be no confusion between crime and deviance. 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.

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8 (a) (i) Define the term *social disorganisation*.

- 0 No attempt to define social disorganisation.
- 1 Social disorganisation explained in a simplistic way, such as 'being disorganised'.
- 2 The meaning of social disorganisation further expanded by showing wider understanding but this may not be linked to sociological knowledge.
- 3 An accurate sociological definition of social disorganisation is given, as the lack of agreed norms in society that causes the breakdown of the processes of social control, but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two ways in which social disorganisation may lead to an increase in deviance. [6]

Up to 3 marks to be awarded for **each** example that shows how norms no longer direct behaviour, such as innovation, retreatism, rebellion, or any empirical study of the process of social disorganisation. (3x2)

- 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 plus a description is given that shows accurate sociological understanding, such as that of Matza (1 mark) where he describes how youths drift into delinquency but that this usually ends when they become more involved in mainstream values (2 marks). (1+2)

(b) Evaluate the functionalist view that without crime there would be social disorder. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Some answers may list the types of crimes that may create social disorder.

Band 2 5–8

In this mark band there may be some confusion between crime and deviance. Most answers are likely to pick up on the functionalist reference and outline the functions of criminal behaviour. Some may argue that crime is dysfunctional or reject either in favour of another explanation of criminality. Candidates who note that there may be a debate 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. Candidates will clearly show that they have a detailed understanding of functionalist views in relation to both crime and deviance and this is considered in relation to other theories. Work of key thinkers, such as Merton, Lemert, Cohen, Taylor, Walton and Cohen, 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.

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9 (a) (i) Define the term *trades union*.

- 0 No attempt to define trades union.
- 1 Trades union explained in a simplistic way, such as 'unions of trades'.
- 2 The meaning of trades union further expanded by showing wider understanding but this may not be linked to sociological knowledge.
- 3 An accurate sociological definition of trades union, as an organisation set up by and on behalf of workers to represent their interests in the workplace, is given but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two ways in which union power has been limited in modern industrial societies. [6]

Up to 3 marks to be awarded for **each** limiting change, such as changing employment law, falling union membership, loss of unionised jobs, unemployment rates, the end of the closed shop. (3x2)

- 0 No change is identified.
- 1 A change is identified but no detail is offered.
- 2 As above plus a limited description of the change.
- 3 An example of a change is identified plus a description is given that shows accurate sociological understanding, such as levels of unemployment (1 mark) which mean that the number of individuals in employment and therefore linked to union membership has fallen, thereby weakening the power of the union due to fewer fees, less industrial power and the threat of the unemployed replacing unionised members (2 marks). (1+2)

(b) 'The level and nature of conflict in the workplace is linked to the control strategies of management.' 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 list types of conflict or explain why industrial conflict is unnecessary in modern industrial societies.

Band 2 5–8

In this mark band there will be either a supported agreement or disagreement with the question. Some candidates may refer to the work of such key thinkers as Edwards and Scullion or concepts such as Fordism. Candidates who note that there may be a debate but who do not develop this should receive a mark at 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. Candidates will clearly show that the causes of conflict are complex but that management systems do have an impact on how conflict is expressed. Key thinkers, such as Durcan, McCarthy and Redman and Edwards and Scullion, can be referred to 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.

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10 (a) (i) Define the term *reserve army of labour*.

- 0 No attempt to define reserve army of labour.
- 1 Reserve army of labour explained in a simplistic way, such as 'being labour reserve'.
- 2 The meaning of reserve army of labour further expanded by showing wider understanding but this may not be linked to sociological understanding.
- 3 An accurate sociological definition of reserve army of labour is given, as female labour that can be absorbed into and dropped from the work-force when needed, which may be associated with Marxism but this can be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two problems of measuring unemployment. [6]

Up to 3 marks to be awarded for **each** problem, such as fluctuating measurement of government statistics, temporary/part-time work, size of student population, length of unemployment. (3x2)

- 0 No problem offered.
- 1 A problem is identified but it is not linked to employment.
- 2 As above plus a limited description of the problem.
- 3 A problem is identified plus a description is given that shows accurate sociological understanding, such as the way governments measure unemployment (1 mark) so that sometimes categories are changed, for example extending the length of education so that rates of unemployment appear to have declined (2 marks). (1+2)

(b) 'In modern industrial societies some groups are more likely to suffer unemployment than others.' 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 different sorts of jobs but ignore the issue of unemployment raised in the question.

Band 2 5–8

In this band there will be either a supported acceptance or rejection of the proposition. There will be little attempt to unpick what is meant by unemployment and different groups that do or do not suffer from it. If there is an attempt to interpret it then only one aspect such as class will be considered. If the proposition is agreed with, then a Marxist justification will be given; if rejected, then this will be from a functionalist view of meritocracy. Candidates who note that there may be a debate but who do not develop this should receive a mark at 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. The answer may usefully refer to issues of unequal unemployment as well as employment and take the dimensions of class, gender or ethnicity as well as elite self-recruitment. The work of such key thinkers as Jackman, Pollert and Gallie may 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.

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11 (a) (i) Define the term *folk devils*.

- 0 No attempt to define folk devils.
- 1 Folk devils explained in a simplistic way, such as 'evil'.
- 2 The meaning of folk devils further expanded by showing wider understanding but this may not be linked to sociological knowledge.
- 3 An accurate sociological definition of folk devils in relation to the mass media is given, as the way in which the media gives emphasis to certain behaviours thereby creating negative/exaggerated images in the mind of the public of the stigmatised group, but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two examples of folk devils created by the media. [6]

Up to 3 marks to be awarded for **each** example either from empirical data or generic. If the latter, the examples must be clearly different to gain full marks. (3x2)

- 0 No example offered.
- 1 An example is identified but no detail is offered.
- 2 As above plus a limited description of the example in the mass media.
- 3 An example is identified plus a description is given that shows accurate sociological understanding, such as that of paedophiles (1 mark) so that the media raise tension over the extent of paedophile activity and this results in attacks on individuals who may or may not be guilty of those actions (2 marks). (1+2)

(b) Evaluate the view that the mass media reflect the interests of some groups more than others. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may well describe different sorts of media.

Band 2 5–8

In this band the candidate will argue either that the mass media does or does not reflect a narrow view. Answers are most likely to take the Marxist view that the media reflects the view of a narrow group, or be a straightforward rejection of this view from a pluralist stance. Candidates who note that there may be a debate but who do not develop this should receive a mark at 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. In this band not only will the candidate outline the argument that the media does support a narrow view from a manipulative or hegemonic perspective but this will be juxtaposed against the pluralist one. Key figures that may be referred to in answers may include such as Marx, Murdock and Golding, Rosengren and Windahl and the GMG amongst 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.

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12 (a) (i) Define the term *audience effects*.

- 0 No attempt to define audience effects.
- 1 Audience effects explained in a simplistic way such as 'affecting the audience'.
- 2 The meaning of audience effects expanded by showing wider understanding but this may not be linked to sociological information.
- 3 An accurate sociological definition of audience effects is given, as the different ways in which audiences may respond to the output of the media, but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two difficulties in measuring audience effects. [6]

Up to 3 marks to be awarded for **each** difficulty, such as bias judgements, problems with long/short-term variables, isolating significant variables. (3x2)

- 0 No difficulty offered.
- 1 A difficulty is identified but no detail is offered.
- 2 As above plus a limited description of the difficulty.
- 3 A difficulty is identified plus a description is given that shows accurate sociological understanding, such as isolating significant variables (1 mark) because individuals are subject to many influences in life, family, class, work, friends as well as others, so it is difficult to know which influences behaviour or if individuals select the media view that reinforces the one they already have (2 marks). (1+2)

(b) Evaluate the contribution of uses and gratifications theory to our understanding of the role of the mass media. [16]

Band 1 0–4

In this mark band candidates may describe the uses and gratifications theory in an uncritical way. Other answers may describe what they consider the role of the mass media to be.

Band 2 5–8

In this mark band there will be either a supported justification of the use of uses and gratifications theory or a rejection of that theory in favour of another one. Candidates who note that there may be a debate but who do not develop this should receive a mark at 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 an accurate outline of uses and gratifications theory but there will be a summary of its limitations. This will include an assessment of other theories which assess the role of the media. Hypodermic syringe model as well as cultural effect and market forces should all feature at this level but it is not essential for all of them to be covered, depending on the depth of understanding displayed on the selected theories. 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.