

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
GCE Advanced Subsidiary Level and GCE Advanced Level

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MARK SCHEME for the May/June 2012 question paper
for the guidance of teachers

9699 SOCIOLOGY

9699/21

Paper 2 (Principles and Methods 2), maximum raw mark 50

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1 There are a number of ways in which social order can be maintained, including through force. However, the most effective way of ensuring that people within a society work together without disorder is for them to hold the same ideas about what is acceptable social behaviour. This is through the process of socialisation that people learn to behave in a broadly similar way. Functionalist sociologists emphasise the importance of socialisation in bringing about a consensus in society on what are the most important values and beliefs. However, it can be questioned just how effective socialisation is in preventing social conflict and unrest. When people within a society behave as they are expected to behave it is known as conformity. Without a high degree of conformity there would be chaos in society. However, most societies will also have some people who do not conform to the expected patterns of behaviour. Sociologists use the term 'deviant' to refer to people who reject the dominant values and beliefs of the society. Deviants often behave in ways that are unacceptable to the majority within their society. A lot of deviant behaviour is confined to individuals, but deviants may also belong to groups known as 'deviant sub-cultures'. Most societies have developed ways of preventing deviant behaviour becoming a threat to social order.

- (a) What is meant by the term social order? [2]
- (b) Describe two examples of deviant behaviour. [4]
- (c) Explain how societies prevent deviant behaviour becoming a threat to social order. [8]
- (d) Assess the importance of the use of force in maintaining social order in modern industrial societies. [11]

1	(a)	Social order refers to the acceptance of authority and to the control of behaviour that would disrupt the cohesiveness of society. Two marks for a clear and accurate definition; one mark for a partial definition, such as 'a state of society where people all behave in similar ways' or 'a society where there is no serious conflict between people'.	(2)
	(b)	Many possible examples, so judge answers on merit. One mark for the example plus one mark for development (2 x 2 marks).	(4)
	(c)	0–4 A few simple points about the nature of deviant behaviour would be worth one or two marks. A basic account of one process through which deviant behaviour may be contained, such as the role of law enforcement agencies, would trigger the top half of the band.	(8)
		5–8 Lower in the band, there will be either a good account of one process through which deviant behaviour may be contained or a basic discussion of a wider range of relevant processes. Higher in the band, a number of processes through which deviant behaviour is contained will be well explained. This is likely to cover both formal sanctions and processes in wider society through which deviance may be deterred.	
	(d)	0–4 A few simple points about the nature of social order would be worth one or two marks. A basic account of the functionalist perspective on social order might trigger the top of the band.	(11)

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	5–8	A basic account of the Marxist theory of social order, with no specific reference to the role of force, would fit the lower part of the band. If the account of Marxist theory includes commentary on the importance of the state in maintaining social control under capitalism, then the answer might reach the top half of the band. Alternatively, a sound general account of the role of force in modern industrial societies would also be worth seven or eight marks. This type of response is likely to focus on the contribution of law enforcement agencies to the maintenance of social order.	
	9–11	A good account of the role of force, allied to some limited assessment of its importance in maintaining social order, would fit the lower part of the band. To go higher, the assessment would need to be more developed through, for example, recognising that the effectiveness of the use of force in part depends on its interrelationship with other processes of social control and legitimacy in modern industrial societies.	

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2 Different types of interviews are used in sociological research. A basic distinction is between structured, semi-structured and unstructured interviews. Most interviews are carried out with individuals, though sociologists may also interview groups of people they wish to study. For example, Paul Willis, in his study of education, interviewed several of the male pupils together. Group interviews usually take the form of small group discussions. They may be used together with other methods such as individual interviews.

People may feel more comfortable putting their views forward in a group setting. However, group interviews need to be managed carefully by the researcher, particularly when the topic is potentially sensitive. Group interviews have been used to study topics such as young people's experiences of being part of a gang or the experiences of people living in shared households. The researcher effect may be less likely to occur with group interviews than with individual interviews.

- (a) What is meant by the term researcher effect? [2]
- (b) Describe two reasons why people may feel more comfortable putting their views forward in a group setting. [4]
- (c) Explain the advantages of using different types of interviews in the same research study. [8]
- (d) Assess the strengths and limitations of group interviews. [11]

2	(a)	Researcher effect is the distortion of response to an interview which results from differential reactions to the social style and personality of interviewers or to their presentation of particular questions. Two marks for a clear and accurate definition; one mark for a partial definition, such as 'bias in the research' or 'the respondent acts up to the interviewer'.	(2)
	(b)	Reasons include: feeling less intimidated by the presence of the interviewer; feeling more relaxed among other group members; interviewee may feel supported by the group; the interviewee is not betraying the confidence of other group members by speaking about the group 'behind their back' in a personal interview. One mark for the reason plus one mark for development (2 x 2 marks).	(4)
	(c)	0–4 A few general points about either or both types of interview, with no direct link to the value of combining the methods, would fit the lower part of the band. A basic account of the advantages of triangulation, with no direct reference to interviews as such, would merit the higher part of the band.	(8)
		5–8 A sound account of the comparative strengths of group interviews and/or individual interviews would be worth 5 or 6 marks. To go higher, the answer must focus directly on explaining the advantages of using different types of interview. There is likely to be coverage of both theoretical and practical points in answers that merit full marks.	

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(d)	0–4	A few basic points about interviews in general would fit the lower part of the band. Answers that are confined to describing in a simple way one or two strengths or limitations of group interviews, would trigger the higher part of the band.
	5–8	An answer that covers only strengths or only limitations, would fit the lower part of the band. Likewise, a basic account of a few practical strengths and limitations of group interviews would also merit 5 or 6 marks. To go higher in the band, the range of practical points covered either needs to be wider or there must be some additional coverage of relevant theoretical issues.
	9–11	Answers at this level will demonstrate a sound understanding of a range of practical and theoretical strengths and limitations of group interviews. Lower in the band, answers may describe relevant strengths and limitations without assessing their significance in terms of the overall value of group interviews. To merit full marks, however, there must be some attempt to develop an evaluative conclusion.

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3 Sociologists have identified three main types of social stratification: caste, feudal and social class. The caste system is based on religious belief. The best example of caste is the Hindu caste system of India. Hindus belong to one of four main groups. Each group has a rigid status position and occupies a fixed place within the social structure. There are only very limited opportunities for social mobility within the caste system.

The crucial relationship in the feudal system is that between landlord and serf. Serfs are unfree peasants who are granted the right to work land in return for supplying labour and other services to a landlord. The serf is effectively owned by the landlord and the relationship is one of exploitation, with the serf forced to live in poverty because of the amount of unpaid work they are obliged to provide for the landlord. Feudalism preceded capitalism in Western Europe.

The economic changes brought about by the transition to capitalism also led to the emergence of social classes. Karl Marx distinguished between the working class and the capitalist class, which he termed the proletariat and the bourgeoisie. Marx believed that the relationship between the two classes was one of exploitation whereby the bourgeoisie profited from the surplus value created by the labour of the proletariat. However, there has been improvement in wages and job conditions since the nineteenth century and this has led some sociologists to argue that the working class is no longer exploited under capitalism today.

- (a) What is meant by the term social stratification? [2]
- (b) Describe two differences between feudalism and capitalism. [4]
- (c) Explain the main obstacles to social mobility in modern industrial societies. [8]
- (d) Assess the view that the working class is no longer exploited under capitalism today. [11]

3	(a)	Social stratification refers to the division of society into inferior and superior positions according to how much prestige and power is associated with each position. Two marks for a clear and accurate definition; one mark for a partial definition such as 'different levels in society' or 'existence of a social hierarchy'.	(2)
	(b)	Relevant differences include: agricultural versus industrial system of production; power based on ownership of land versus power based on ownership of capital; bonded labour versus free wage labour; ascribed status versus achieved status; very limited opportunities for social mobility under feudalism; and so on. One mark for the example plus one mark for development (2 x 2 marks).	(4)
	(c)	0–4 Answers that demonstrate a limited understanding of what is meant by social mobility, without direct links to the question, would be worth 1 or 2 marks. A better answer within this band would identify one or two obstacles to social mobility, without much depth to the explanation.	(8)

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	5–8	A sound account of a few obstacles to social mobility is what we should expect in answers that trigger the lower part of the band. To go higher, the answers have to cover either a wider range of obstacles to social mobility or else demonstrate greater depth in the explanations offered.	
(d)	0–4	A few general points about social class or capitalism of loose relevance to the question would fit the lower part of the band. A simple account of Marx's theory of class exploitation would be worth 3 or 4 marks.	(11)
	5–8	A sound account of Marx's view of exploitation, with no further development, would fit the lower part of the band. Answers that describe some of the main changes affecting the life chances of the working class since Marx's time, with little direct engagement with the issue of exploitation, would merit the higher part of the band.	
	9–11	Answers at this level will provide a good account of the thinking behind the idea that the working class are exploited under capitalism. There will also be an attempt to assess the extent to which the working class continue to be exploited today. Lower in the band, the assessment may rely on a descriptive account of evidence about changes in the life chances of the working class since the nineteenth century. To reach the top of the band, however, there must be some direct assessment of the idea of exploitation and whether the social changes affecting the working class have actually transformed the economic position of that class in relation to the capitalist system of production.	