MARK SCHEME for the October/November 2013 series

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

1 (a) (i) Define the term polygamy. **[3]**

Answers must relate to culturally recognised marriage even if they have no legal status in that society.

No attempt to define polygamy. (0)

Polygamy is defined in a simplistic way such as lots of marriages. (1)

The meaning of polygamy is further expanded by showing wider understanding such as when one marriage partner can have several spouses. (2)

An accurate definition is given as multiple marriages when one or both individuals are allowed more than one marriage partner, this will not be confused with polyandry when a woman can have several husbands or polygyny when a husband can have several wives, the answer must show that it is not gender specific, but this can be purely theoretical and does not have to contain examples. (3)

(ii) Identify and briefly describe two reasons why marriage rates have decreased in modern industrial societies. **[6]**

Up to three marks can be given for **each** reason such as changing social attitudes, weakening of traditional control, changing role of women, changing lifestyles, cost of marriage, contraception.

No reason is offered. (0)

A reason is identified such as changing social attitudes. (1)

As above plus a limited description of the named reason, such as, with changing social attitudes couples frequently live together without marriage. (2)

A reason is identified and a description that shows accurate sociological understanding such as with changing social attitudes (identification) couples can live together without the social stigma they would have experienced in the past (development).
There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)
(3 × 2)

(b) Evaluate the view that the idea of the family remains a powerful force in modern industrial societies. **[16]**

In this mark band candidates may wish to support or reject the proposition uncritically. One type of argument may assert that remarriage is evidence of the importance individuals give to families/socialisation and that many people live in families. Others types of answers may assert that family life is no longer important and people live with their friends or give lists of family types unrelated to the question. Any use of sociological theory or evidence may be weak and may be inaccurate. (0–4)

In this band the candidate will either reject the proposition or offer a supported defence of the proposition that family life remains an important feature of society but they are likely to focus on one but not both.
Support may come from rates of second marriages and key thinkers such as Fletcher as well as statistical evidence which show that family life is the experience of nearly everyone even if only for a part of their life. Aspects of socialisation/lack of socialisation may be supported. Other answers may focus on Parsons and the two basic functions of the family or relate their answer to the development of social solidarity or the collective conscience.
Arguments against may come from a statistical look at household distribution in modern industrial societies showing different trends in society as well as the number of unmarried partnerships and people choosing to live alone and not have children. Other answers may consider the negative aspects of family life or make limited reference to family diversity.
Candidates who note that there is a debate but who do not develop this should receive a mark towards the top of the band. (5–8)

Answers show a more thorough understanding of the question and are supported by a good range of material. There will be a more detailed exploration of the arguments about the status of family/marriage in modern industrial society that may look at the levels of satisfaction with marriage, the pressure to marry that different groups feel, secularisation, legal changes, the ideology of the family, patriarchal societies, declining stigma attached to different types of partnerships, changes in the position of women, welfare benefits, fear of divorce, contraception and 'creative singlehood' (Peter Stein). Other arguments may come from the concept of the broken family supported by the New Right. Post-modernist views of choice may be explored as well as an assessment of family diversity as evidence of the continuing popularity of family life. Some answers may compare the present to the supposed 'Golden Age' of the family in the past. Key thinkers such as Mitchell and Goody, Allan and Crow, Hochschild, Bernard, Morgan, Chester and many others.
Evaluation in this mark band may be limited. (9–12)

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. (13–16)

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

Accept answers related to society or the family.

No attempt to define matriarchy. (0)

Matriarchy defined in a simplistic way such as the mother/women. (1)

The meaning of matriarchy further expanded by showing wider understanding such as when mothers dominate the home. (2)

An accurate definition of matriarchy is given as a society dominated by females where women have power over men or have power over other family members but this can be purely theoretical and does not have to contain examples. (3)

(ii) Identify and briefly describe <u>two</u> examples of matrifocal families. **[6]**

Up to three marks can be given for each example such as the New World Black family, female headed single parent family, lesbian family, female-carer core, the Nayer or any other accurate example.

No example is offered. (0)

An example such as New World Black family is identified but no detail is given. (1)

As above plus a limited description of the named example such as the New World Black family where a woman lives with her children and there are no men. (2)

An example is identified and a description that shows accurate sociological understanding such as the New World Black family to be found in the West Indies, parts of Central America and the USA (identification) where a significant number of families do not include adult males (except for brothers) so the family consists of a woman and her children and sometimes her mother (development).
There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)
(3 × 2)

(b) Evaluate the view that the status of children within the family has changed significantly in recent times. [16]

In this mark band candidates may wish to support or reject the proposition uncritically. Assertive answers may argue that childhood in modern industrial society is a time of play or a time of education and those that disagree may assert that this is not so for all children everywhere. Any use of sociological theory or evidence may be weak and may be inaccurate. (0–4)

In this band the candidate will either reject or offer a supported defence of the proposition but they are likely to focus on one but not both.
Support may come from a comparison of the differences between the experience of childhood for some children today compared to the past and Ariès may be referenced to support this.
Arguments against may come from examples of the ways in which children in societies today can suffer or be exploited, supported with examples such as child soldiers or child abuse. In this band there may be confusion between status and role.
Candidates who note that there is a debate but who do not develop this should receive a mark towards the top of the band. (5–8)

Answers show a more thorough understanding of the question and are supported by a good range of material. There will be a more detailed exploration of the arguments both for and against and support can be taken from a wide range of issues that include social construction of childhood, cross cultural examples (Punch on Bolivian children), march of progress, De Mause and childhood improvement, inequalities for different genders, class and ethnicities, life expectancy, new forms of control, the way children are controlled in time, space, (Holmes in Samoa, children are never too young to be able to do something). Reward reference to key thinkers such as Brannan, Bhatti, Woodroffe, Katz, Margo and Dixon amongst others. If issues such as the globalisation of western culture and the end of childhood are discussed then place towards the top of the band. Also credit answers that evaluate the view that children are frequently referred to as if they are all equal and all the same. In this band there will be some clear focus on status.
Evaluation in this mark band may be limited. (9–12)

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. (13–16)

3 (a) (i) Define the term ethnocentric curriculum. **[3]**

No attempt to define ethnocentric curriculum. (0)

Ethnocentric curriculum is defined in a simplistic way such as the curriculum biased to one race/ethnic group. (1)

The meaning of ethnocentric curriculum is further expanded by showing wider understanding such as when a curriculum only values the culture/history of one group/ ethnicity/race. (2)

An accurate definition of ethnocentric curriculum is given as when the curriculum values the music, literature and language, history, religion of one culture/ethnicity and disregards or does not value those of other cultures but this can be purely theoretical and does not have to contain examples. To get three marks there must be a direct reference to education. (3)

(ii) Identify and briefly describe <u>two</u> reasons why the educational achievement of some ethnic minority groups is higher than others. **[6]**

Do not allow reference to minority groups who do not do well.

Up to three marks can be given for each reason such as as social class may be more important, cultural values of different ethnic groups, economic position of different groups, different patterns of immigration, social position, social capital, effects of employment, effects of positive labelling, rejecting the label, language facility/codes or any other valid reason.

Do not allow assertive reference to IQ/genetics unless supported sociologically.

No way is offered. (0)

A way is identified such as cultural values but no detail is given. (1)

As above plus a limited description of way identified such as cultural values of the Chinese in Britain mean that they value education. (2)

A way is identified and a description that shows accurate sociological understanding such as cultural values (identification) where some ethnic minority groups such as the Chinese in countries like Britain value education and the families encourage the children to work hard and conform in schools so this ethnic group do very well compared to some other ethnic minorities (development).
There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)
(3 × 2)

(b) **Evaluate the view that ethnicity remains the most significant barrier to educational achievement.** **[16]**

In this mark band candidates may wish to support or reject the proposition uncritically. Answers may assert that ethnicity is the crucial factor maybe mentioning racism or assert it is not because another factor such as class is more important in deciding who succeeds. Any use of sociological theory or evidence may be weak and may be inaccurate. (0–4)

In this band the candidate will either reject or offer a supported defence of the proposition but they are likely to focus on one but not both.
Support may come from statistics in relation to education results or by an empirical study such as that of Coard. Other answers may make some reference to labelling.
Arguments against may come from the view that there are other factors that have more influence such as that of class and being working class has more influence than ethnicity but the answer may not make any connection between class and ethnicity.
Candidates who note that there is a debate but who do not develop this should receive a mark towards the top of the band. (5–8)

Answers show a more thorough understanding of the question and are supported by a good range of material. There will be a more detailed exploration of the arguments of the factors that influence educational achievement such as class, gender and ethnicity as well as the comparison of in and out of school factors. Answers may also look at material and cultural factors that influence educational outcomes and sources such as the Swann Report and Sutton Trust.
Reward reference to key thinkers such as Bowker, Gillborn, Mirza, Moynihan, Pryce, Driver and Ballard, Keddie, Flaherty, Youdell, Foster, Mac an Ghaill, Sewell, Troyna and Williams as well as many others.
Evaluation in this mark band may be limited. (9–12)

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. (13–16)

4 (a) (i) Define the term formal education. **[3]**

No attempt to define formal education. (0)

Formal education is defined in a simplistic way such as what you are taught in lessons. (1)

The meaning of formal education is further expanded by showing wider understanding such as what you are meant to learn in school from teachers/lessons. (2)

An accurate definition of formal education is given as the official curriculum, sanctions and activities that are planned and take place within school between pupils and educators but this can be purely theoretical and does not have to contain examples. (3)

(ii) Identify and briefly describe two home factors that influence a pupil's education. **[6]**

Factors can be positive or negative.

Up to three marks can be given for each factor such as parental interest, material circumstances, locality, cultural deprivation, cultural capital, religion, class, gender, deferred and immediate gratification or any other accurate factor.

No factor is offered. (0)

A factor such as locality is identified but no detail is given. (1)

As above plus a limited description of the named factor such as locality which will influence what happens in school as pupils may live in a rich area. (2)

A factor is identified and a description that shows accurate sociological understanding such as the locality where a pupil lives will effect a pupil's education (identification) because if it is a very rich area the people there may all have professional jobs and earn good money and this can encourage pupils to do the same (development).
There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)
(3 × 2)

(b) **Evaluate the success of schools in overcoming the problems faced by pupils from disadvantaged backgrounds.** **[16]**

In this mark band candidates may wish to support or reject the proposition uncritically. Answers may assert that they can because they can give students extra lessons or that they cannot because the effects of disadvantage are too hard to overcome. Any use of sociological theory or evidence may be weak and may be inaccurate. (0–4)

In this band the candidate will either reject or offer a supported defence of the proposition but they are likely to focus on one not both.
Support may come from the policies that governments can introduce like educational priority areas or the practices that schools can introduce like enrichment or extra lessons. Theory may come from functionalist or liberal explanations of education.
Arguments against may come from the Marxist view that education is about working class failure and may be supported by such studies as that of Willis. Other candidates may outline how such practices as streaming and labelling reinforce failure.
Candidates who note that there is a debate but who do not develop this should receive a mark towards the top of the band. (5–8)

Answers show a more thorough understanding of the question and are supported by a good range of material. There will be a more detailed exploration of the arguments about the issues connected with disadvantage. Issues that can be referred to include aspects of material circumstances especially with reference to gender, class and ethnicity, meritocracy, positional theory, school ethos, effectiveness of state and school policies such as national curricula and education maintenance allowance.
Reward reference to key thinkers such as Rist, Rutter, Douglas, Heath, Hyman, Bourdieu, Boudon, Keddie, Blackstone, Bull, Finn as well as many others.
Evaluation in this mark band may be limited. (9–12)

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. (13–16)

5 (a) (i) Define the term ideological beliefs. **[3]**

No attempt to define ideological beliefs. (0)

Ideological beliefs defined in a simplistic way such as being religious/what you believe in. (1)

The meaning of ideological beliefs is further expanded by showing wider understanding such as being religious/what you believe in and how this may influence your behaviour. (2)

An accurate definition of ideological beliefs as the beliefs and values that are shared between social groups that can control and underpin religious behaviour but this can be purely theoretical and does not have to contain examples. (3)

(ii) Identify and briefly describe <u>two</u> ideologies which are not religious. **[6]**

Up to three marks can be given for each belief system such as humanism, fascism, communism or any other accurate -ism.

No example offered. (0)

An example such as humanism is identified but no detail is given. (1)

As above plus a limited description of the named example such as humanists do not believe in God but in the values of people. (2)

An example is identified and a description that shows accurate sociological understanding such as humanism (identification) where individuals believe in looking after human interests and their values are based on the thoughts of the human as opposed to the divine (development).
There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)

(3 × 2)

(b) Evaluate which social factors are the most significant in influencing whether an individual has religious belief. **[16]**

In this mark band candidates may identify one or two factors uncritically. They may identify one factor such as age and assert that old people go to church but young people don't go or state that all people should go to church or if they don't this is responsible for all the supposed wrongs of the modern world. Other answers may focus on another single factor such as gender.
Any use of sociological theory or evidence may be weak and may be inaccurate. (0–4)

In this band the candidate should outline at least two factors such as age, gender, class, ethnicity, culture and marginalisation with support but one factor may only be referred to briefly.
Support may come from statistics of religious attendance or a consideration of religious belief that indicates it is older people who are more likely to attend and believe. This may be supported by empirical evidence by such as Voas and Crockett.
Other answers may argue that no factor is more significant than any other and support this.
Candidates who note that there is a debate but who do not develop this should receive a mark towards the top of the band. (5–8)

Answers show a more thorough understanding of the question and are supported by a good range of material. There will be a more detailed exploration of the arguments. Issues such as the ageing effect, the generational effect, children being made to attend, elderly disabled unable to attend, cultural defence, cultural transition, socialisation, different groups attracted to different types of organisation, deprivation (organic, ethical, social) may be used and referenced.
Reward the use of such key thinkers as Brown, Miller and Hoffman, Bruce, Heelas and Woodhead, Davie, Glock and Stark, Stark and Bainbridge, Brierley, Madood as well as many others.
Evaluation in this mark band may be limited. (9–12)

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. (13–16)

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

No attempt to define world rejecting sect. (0)

World rejecting sect is defined in a simplistic way such as a sect that rejects the world.

(1)

The meaning of world rejecting sect is further expanded by showing wider understanding such as groups who live isolated lives having nothing to do with the rest of the world. (2)

An accurate definition of world rejecting sect is given as movements which are critical of the outside world which they wish to change radically, members live closely, the actions are strictly controlled and to gain salvation must break with the outside world but this can be purely theoretical and does not have to contain examples or contain all of the above.

(3)

(ii) Identify and briefly describe _two_ reasons for the growth of sects. **[6]**

Up to three marks can be given for each reason such as periods of rapid social change, lengthening period of education, growth of radical political movements, response to modernity, provides sense of purpose/identity, charismatic leadership, active recruitment, relative deprivation, media influence or any other accurate reason.

No reason offered. (0)

A reason such as they provide a sense of identity is identified but no detail is given. (1)

As above plus a limited description of the named reason such as it helps you to know who you are in a rapidly changing world. (2)

A reason is identified and a description that shows accurate sociological understanding such as membership of these groups provides the individual with an identity (identification) in a time when things are changing the individual can feel lost and joining a sect can give them a purpose (development).
There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)

(3 × 2)

(b) Evaluate the view that the growth of new religious movements is evidence that traditional religions have lost their power. **[16]**

In this mark band candidates may wish to support or reject the proposition uncritically. Answers may assert that this is true that traditional religions have lost their power or that they remain powerful.

Any use of sociological theory or evidence may be weak and may be inaccurate. (0–4)

In this band the candidate will either reject or offer a supported defence of the proposition but they are likely to focus on one but not both.
Support may come from the growth of new religious movements or the decline of religious practice in modern industrial society and be supported by such evidence as that of Wallis.
Arguments against may come from contemporary events like the death of Diana, popularity of the new Pope (or something similar), the popularity of some religions/groups or any relevant empirical support.
Candidates who note that there is a debate or who make some reference to religious diversity but who do not develop this should receive a mark towards the top of the band.
(5–8)

Answers show a more thorough understanding of the question and are supported by a good range of material. There will be a more detailed exploration of the arguments around the sources of power of traditional religions in terms of influence on society (institutions, laws, rituals) and individuals (behaviour, values). Issues such as types of new religious movements, growth of new religious movements, membership of new religious movements, marginality, sectarian cycle, globalisation, differences, religious diversity, disengagement, the short lived nature of many groups as well as theories about the role of religion that can include post-modernism may be referred to.
Reward reference to key thinkers such as Stark and Bainbridge, Wilson, Bruce, Troeltsch, Weber.
Evaluation in this mark band may be limited. (9–12)

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. (13–16)

7 (a) (i) Define the term formal sanctions. **[3]**

No attempt to define formal sanctions. (0)

Formal sanctions defined in a simplistic way such as punishments. (1)

The meaning of formal sanctions is further expanded by showing wider understanding such as legal/official sanctions. (2)

An accurate definition of formal sanctions is given as the official punishments administered by formal agencies of social control e.g. police/courts/prisons or administered by any official authority but this can be purely theoretical and does not have to contain examples. (3)

(ii) Identify and briefly describe <u>two</u> consequences of being labelled criminal. **[6]**

Up to three marks can be given for each consequence either for society or the individual such as imprisonment, reinforce the collective conscience, prevent crime from becoming dysfunctional, self-fulfilling prophecy, marginalisation or any other accurate consequence.

No consequence is offered. (0)

A consequence such as to make society feel better is identified but no detail is given. (1)

As above plus a limited description of the named consequence such as punishment of the wrongdoer makes the rest of society feel better. (2)

A function is identified and a description that shows accurate sociological understanding such as when an individual is punished for being criminal (identification) when society's rules have been broken the collective conscience is threatened so that when the criminal is punished everyone else sees that there has been justice given so the collective conscience is restored (development).
There is no requirement for this part of the answer to contain evaluation. 3 (1 + 2)

(3 × 2)

(b) Evaluate the view that female crime rates reflect the decisions of the law enforcement agencies. [16]

In this mark band candidates may wish to support or reject the proposition uncritically. Answers may assert that women do not commit crime or if they do they do not get caught. Any use of sociological theory or evidence may be weak and may be inaccurate. There may be some confusion in this mark band as to the nature of chivalry.
Answers which solely refer to male crime will be confined to this band. (0–4)

In this band the candidate will either reject or offer a supported defence of the proposition but they are likely to focus on one but not both. But there may be a clear understanding of the chivalry thesis as the view that the criminal justice system is biased in favour of women so that they are less likely than men to be charged, convicted or punished.
Support may come from official crime statistics or the work of Pollock.
Arguments against may come from the view that if women are seen less in the statistics it is because they commit less crime due to socialisation patterns including such aspects as bedroom culture.
Candidates who note that there is a debate but who do not develop this should receive a mark towards the top of the band. (5–8)

Answers show a more thorough understanding of the question and are supported by a good range of material. There will be a more detailed exploration of the arguments and the evidence that tends to show that women may be treated more leniently than men at every stage of the criminal justice system. Issues such as leniency, double standards, patriarchal control, class deal, gender deal, liberation thesis as well as a consideration of the findings of self-report studies may be included. Answers may also refer to the position of women as the victims of crime and how they are treated. Answers may also be given credit for noting that women perceived as behaving outside of normative 'womanly' behaviour are more likely to be treated harshly.
Reward reference to key thinkers such as Farringdon, Buckle, Box, Heidensohn, Walklate, Adler, Carlen, Graham and Bowling, Flood-Page as well as many others.
Evaluation in this mark band may be limited. (9–12)

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. (13–16)

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

No attempt to define deviancy amplification. (0)

Deviancy amplification is defined in a simplistic way such as when deviants are caught.
(1)

The meaning of deviancy amplification is further expanded by showing wider understanding such as when the police try to put an end to deviance by arresting everyone who commits crime/deviance or how events are highlighted in the media. (2)

An accurate definition of deviancy amplification is given as the process by which the media sensationalise events and cause moral condemnation resulting in increased police activity which can result in higher levels of recorded deviance but this can be purely theoretical and does not have to contain examples. (3)

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

Up to three marks can be given for each example such as specific studies like those of Triplett, Cohen, Lemert, Young or any other accurate generic example, if the latter is used then the examples must be clearly different if candidates are to gain full marks.

No example is offered. (0)

An example such as Triplett is identified but no detail is given. (1)

As above plus a limited description of the named example such as Triplett found that police officers treat young offenders more harshly when they re-offend because they think they are bad and this makes levels of crime go higher. (2)

An example is identified and a description that shows accurate sociological understanding such as Triplett (identification) found that there is a tendency for police officers to see young offenders as evil and to be less tolerant of minor offences committed by this group so they get arrested and punished and levels of deviance rise (development).
There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)
(3 × 2)

(b) Evaluate the usefulness of Marxist theories in understanding crime and deviance. [16]

In this mark band candidates may wish to argue that they are or are not useful uncritically. They may state that crime is all the result of the police picking on some individuals or it is because some people are criminal. Any use of sociological theory or evidence may be weak and may be inaccurate. (0–4)

In this band the candidate will either argue that Marxists' arguments are useful in understanding the role of the police or labelling.
Counter arguments against may come from another perspective such as sub-cultural theory that sees crime resulting from sub-culture as that supported by such key thinkers as Albert Cohen.
Candidates who note that there is a debate but who do not develop this should receive a mark towards the top of the band. (5–8)

Answers show a more thorough understanding of the question and are supported by a good range of material. There will be a more detailed exploration of the arguments put forward from the functionalist, sub-cultural, Marxist, neo-Marxist, right realism and left realism. Issues that may be included are the negotiation of justice, status frustration, strain and adaptations, amplification of deviance, labelling, primary and secondary deviance, state and law making, selective enforcement as well as others.
Reward reference to key thinkers such as Cloward and Ohlin, Merton, Cicourel, Platt, Triplett, De Haan, Braithwaite as well as many others.
Evaluation in this mark band may be limited. (9–12)

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. (13–16)

9 (a) (i) Define the term workplace culture. **[3]**

No attempt to define workplace culture. (0)

Workplace culture defined in a simplistic way such as the behaviour/rules found in the workplace. (1)

The meaning of workplace culture further expanded by showing wider understanding such as it is the way that the nature of the workplace will define the type of culture/behaviour/rules/norms to be found there. (2)

An accurate definition of workplace culture is given as when the behaviour/attitudes/values in the workplace are influenced by the nature of work. Although not required an example may illuminate the definition but the answer can be purely theoretical. (3)

(ii) Identify and briefly describe <u>two</u> ways in which the organisation of the workplace may influence work satisfaction. **[6]**

Influences may be positive and negative but must refer to the workplace and not extrinsic factors.

Up to three marks can be given for each example such as more/less physical effort, panopticon (central tower from which all activities in building are controlled), automated, assembly line, open plan office or any other accurate example.

No example is offered. (0)

An example such as assembly line is identified but no detail is given. (1)

As above plus a limited description of the named example such as assembly line production makes work boring. (2)

An example is identified and a description that shows accurate sociological understanding such as assembly line production (identification) means that the same tasks are repeated again and again and little skill is used so work is not satisfying (development).

There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)

(3 × 2)

(b) Evaluate the view that changes in technology have led to a reduction in job satisfaction. **[16]**

In this mark band candidates may wish to support or reject the proposition uncritically. They may assert that modern work is satisfying and compare it to the past or argue that it is demanding both physically or emotionally. Any use of sociological theory or evidence may be weak and may be inaccurate. (0–4)

In this band the candidate will either reject or offer a supported defence of the proposition but they are likely to focus on one but not both.
Arguments against may come from functionalist views that work is integrating and all have a role to play and jobs that offer new skills and autonomy.
Arguments in support may come from views that new technologies in modern industrial society increase alienation.
Candidates who note that there is a debate but who do not develop this should receive a mark towards the top of the band. (5–8)

Answers show a more thorough understanding of the question and are supported by a good range of material. There will be a more detailed exploration of the arguments that may include issues of the labour process, degradation, skill and de-skilling, craft work, mcjobs, no jobs, mechanisation as well as other points and Marxist views on alienation.
Reward reference to key thinkers such as Thompson, Braverman, Zimbalist, Ritzer, Klein, Blauner, Benyon, Gallie as well as many others.
Evaluation in this mark band may be limited. (9–12)

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. (13–16)

10 (a) (i) Define the term mechanical solidarity. [3]

No attempt to define mechanical solidarity. (0)

Mechanical solidarity is defined in a simplistic way such as sharing values. (1)

The meaning of mechanical solidarity is further expanded by showing wider understanding such as in close-knit societies where people have a lot in common. (2)

An accurate definition of mechanical solidarity is given as social solidarity based on shared beliefs and values and members are bound together in close-knit or small scale communities but this can be purely theoretical and does not have to contain examples.
(3)

(ii) Identify and briefly describe <u>two</u> problems in defining the term 'work'. [6]

Up to three marks can be given for each problem such as it is a social construction, depends who is doing it, whether it is paid or unpaid, the nature of the activity, why it is being done or any other accurate problem.

No problem is offered. (0)

A problem such as it keeps changing is identified but no detail is given. (1)

As above plus a limited description of the named problem such as with changing technology it keeps getting easier so when the hard labour is taken out of it, it is not like it was. (2)

A problem is identified and a description that shows accurate sociological understanding such as the meaning of work is a social construction (identification) as it changes over time and by place so it is difficult to define it as what people think it is keeps changing (development).
There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)
(3 × 2)

(b) Evaluate the view that the organisation of work is becoming more democratic in modern industrial societies. **[16]**

In this mark band candidates may wish to support or reject the proposition uncritically. Answers may assert that with the lessening of agricultural work old divisions have gone or argue that the middle class and working class remain different. Any use of sociological theory or evidence may be weak and/or inaccurate. (0–4)

In this band the candidate will either reject or offer a supported defence of the proposition or disagree with it but they are likely to focus on one but not both.
Support may come from the view that divisions between employees are breaking down and this may be supported by reference to flexible management styles.
Arguments against may come from the Marxist view that there is conflict between groups.
Candidates who note that there is a debate but who do not develop this should receive a mark towards the top of the band. (5–8)

Answers show a more thorough understanding of the question and are supported by a good range of material. There will be a more detailed exploration of the arguments about whether the workforce is integrating in MIS or if divisions are remaining. Issues that may be included are automation and the weakening of class consciousness, changing class structures, changing employment structures, management style and decision making, role of Trade Unions, working class sub-culture, social determinism as well as others. Functionalist and Marxist theory may be referred to.
Reward reference to key thinkers such as Blauner, Grint, Gallie, Littler, Braverman, Durkheim as well as many others.
Evaluation in this mark band may be limited. (9–12)

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. (13–16)

11 (a) (i) Define the term moral panic in relation to the media. **[3]**

Answers must relate to the media.

No attempt to define moral panic. (0)

Moral panic in relation to the media is defined in a simplistic way such as the media making judgements about events/groups. (1)

The meaning of moral panic in relation to the media is further developed as when the media over-exaggerates an event. (2)

An accurate definition of moral panic in relation to the media is given as a process by which the media over-exaggerates an event or series of events causing the population to overreact and fear the source of the panic but this can be purely theoretical and does not have to contain examples. (3)

(ii) Identify and briefly describe two ways in which disabled people are stereotyped by the media. **[6]**

Allow positive and negative stereotypes.

Up to three marks can be given for each stereotype such as emblem of evil, monsters, lack of humanity, dependence/burden, and heroes, having a compensatory gift, courageous, sexual menace, object of pity or any other accurate stereotype.

No stereotype is offered. (0)

A stereotype such as monsters is identified but no detail is given. (1)

As above plus a limited description of the named stereotype such as they are often given a negative view especially in films where they play monsters. (2)

An example is identified and a description that shows accurate sociological understanding such as the media frequently represents disabled people negatively (identification) in the stories and especially in the roles they play, such as Igor, where they play monsters or evil people (development).
There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)
(3 × 2)

(b) Evaluate the view that representations of social class in the media reflect ruling class ideology. **[16]**

In this mark band candidates may wish to support or reject the proposition uncritically. Answers may state that media images of working class people show them working hard which helps the dominant class or answers that assert that the media shows the working class in all sorts of ways and not just one. Any use of sociological theory or evidence may be weak and may be inaccurate. (0–4)

In this band the candidate will either reject or offer a supported defence of the proposition but they are likely to focus on one but not both.
Support may come from pluralist views of the independence of the media and their role in reflecting public opinion so images reflect reality.
Arguments against may come from the Marxist view that the media are always influenced by owners and or controllers and as a result the media transfers the values it wants, or that the media is run by middle class people so they choose the images.
Candidates who note that there is a debate but who do not develop this should receive a mark towards the top of the band. (5–8)

Answers show a more thorough understanding of the question and are supported by a good range of material. There will be a more detailed exploration of the arguments such as working class frequently shown as comic figures or trouble, middle/ruling/dominant class are correct, ideological dominance, role of media as ideological state apparatus, concentration of ownership and links to the state, theories such as Marxism, neo-Marxism, pluralism and post-modernism can be included,
Reward reference to key thinkers such as Glennon and Butsch, Glasgow University Media Group, Blumler and Gurevitch, Bagdikian as well as many others.
Evaluation in this mark band may be limited. (9–12)

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. (13–16)

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

Answers which only give specific examples such as the X factor have not defined.

No attempt to define popular culture. (0)

Popular culture is defined in a simplistic way such as culture that is popular. (1)

The meaning of popular culture is further expanded by showing wider understanding such as cultural events or activities that lots of people participate in. (2)

An accurate definition is given as any cultural products or activities appreciated by large numbers of 'ordinary' people but this can be purely theoretical and does not have to contain examples. (3)

(ii) Identify and briefly describe two characteristics of high culture. [6]

Characteristics must be those of the culture and not of the individuals who follow it. Do not allow it is a sub-culture.

Up to three marks can be given for each characteristic such as high status, less accessibility, expensive, more exclusive, believed to have higher levels of creativity, long established forms, seen as superior or any other accurate characteristic.

No characteristic is offered. (0)

A characteristic like something that is seen as superior. (1)

As above plus a limited description of the named characteristic such as something that is seen as superior as they are thought to be 'better' than other cultural activities. (2)

A characteristic is identified and a description that shows accurate sociological understanding such as aspects of high culture are activities that are seen as superior to other cultural activities (identification) as they are enjoyed by relatively few people who believe they have greater understanding of these events and activities than others (development).
There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)

(3 × 2)

(b) Evaluate the extent to which the media influence audience behaviour. **[16]**

Allow reference to the new media.

In this mark band candidates may wish to argue that the media does not influence behaviour as the audience just watch it or answers which hold the media responsible in a direct way such as copycatting violence. Any use of sociological theory or evidence may be weak and may be inaccurate. (0–4)

In this band the candidate will either argue that the media does have an effect on audiences or not but this is likely to be one sided.
Support may come from viewing figures which point to women using the media, (especially the elderly) watching TV or children learning violent behaviour from watching that may be supported by such studies as Bandura.
Arguments against may come from the view that the audience is not influenced by the media but other more personal factors like their social position supported by the view that not all individuals who use the media change their behaviour or values because of it.
In this band there may be some confusion between the way in which the message is delivered and the way it is received.
Candidates who note that there is a debate but who do not develop this should receive a mark towards the top of the band. (5–8)

Answers show a more thorough understanding of the question and are supported by a good range of material. There should be a more detailed analysis of the strengths and limitations of the theories that explain audience reactions to the media such as cultural effects studies, two step flow, uses and gratifications and interpretive and post-modernist. Issues that may be included are linguistic turn, discourse analysis, cultural hegemony, diversion, personal relationships, personal identity, surveillance, preferred reading, discursive resources, interpretive community, hyper-reality and the lack of conclusive evidence about the links between the media and audience behaviour.
Reward reference to the use of key thinkers such as Glasgow University Media Group, Fairclough, Fiske, Marcuse, Noble, Katz and Lazarsfeld, Hobson, McQuail, Halloran, Buckingham, Morley, Alasuutari, Baudrillard, Medved and Newson as well as many others.
Evaluation in this mark band may be limited. (9–12)

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. (13–16)