

CAMBRIDGE
INTERNATIONAL EXAMINATIONS

JUNE 2001

GCE ADVANCED LEVEL

MARK SCHEME

MAXIMUM MARKS : 55

SYLLABUS/COMPONENT : 9699/3

SOCIOLOGY



UNIVERSITY of CAMBRIDGE
Local Examinations Syndicate

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SUMMER 2002 MARKING SCHEME

1 (a) Explain the difference between a family and a household (9)

0-3

Limited grasp of the nature of family structures. Candidates may attempt definitions of nuclear and extended families with no reference to households.

4-6

Candidates show that they understand the nature of households and what differentiates them from families. If examples are included they may be weak.

7-9

Candidates offer a clear description of the nature of both families and households at the top end of the level clear examples will be included that may come from different societies. Evaluation need not be included at this level.

(b) Evaluate the claim that the nuclear family is a universal feature of societies.

(16)

0-4

In this mark band candidates are likely to agree with the proposition that the nuclear family is universal and may offer some functionalist evidence to support this. In this mark band there will be no evaluation.

5-8

Answers will give more reference to appropriate materials and may begin some simple evaluation by showing that there may be other views. At this level examples and reference to examples may be weak and dated.

9-12

Answers will show clearly that there is a debate and use a selection of views, such as those of Murdock, the diversity of family type and the ideology of the family. Examples may be taken from a variety of societies both contemporary and historical but it is not necessary to include both to enter this level. In this mark band evaluation may be implicit.

13-16

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

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2 (a) Describe, with examples, the type of conjugal relationships that may be found in societies. (9)

0-3

A limited grasp of the nature of conjugal roles. Answers may be limited to descriptions of wives and husbands and possibly only one type of relationship will be described.

4-6

Candidates begin to offer a more detailed description of the variety of conjugal relationships that exist in society and offer two appropriate examples, but these descriptions will be partial in some respects.

7-9

Candidates will offer clear descriptions of several types of conjugal relationships. These examples can be taken from any society both contemporary and historical. To gain a mark at the top end of the level it is necessary to show by example clearly different types, whether this is by individual relationship (segregated/joint conjugal roles) or by structure (monogamy/polygamy). Evaluation need not be included at this level.

(b) Assess the claim that conjugal roles have become more equal in recent years. (16)

0-4

In this mark band answers are likely to be descriptions of the changing nature of conjugal relationships. If reference to key thinkers is made it is likely to be limited/dated. Reward appropriate examples but there will be no evaluation.

5-8

Answers begin to consider the theories that account for change but these are likely to be descriptive rather than evaluative. There may be examples offered such as the four stages of the family or alternatively at the top of this band a process such as the decline in patriarchy may be described.

9-12

Answers show a thorough understanding of the question and offer a good range of material and refer to key thinkers such as Bott, Oakley, Benston, Barnard, Sharpe etc. In this mark band evaluation may be implicit.

13-16

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

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3 (a) Explain, with examples, The meaning of the self-fulfilling prophecy in relation to educational achievement. (9)

0-3

Candidates' answers may be limited to weak definitions of the self-fulfilling prophecy and if examples are included they will be weak or inappropriate.

4-6

Candidates give an accurate definition of the self-fulfilling prophecy with no examples or they offer examples with no definition. If both parts of the question are attempted then one or both will be partial.

7-9

Candidates will offer a sound definition of the self-fulfilling prophecy and include several examples of it to elucidate their definition. The examples should be drawn from the educational field to score at the top of the band. Evaluation need not be included at this level.

b Assess the view that education continues to be dominated by patriarchal ideology. (16)

0-4

In this mark band candidates are likely to be confused by the term, they may attempt to define patriarchy. Relevant examples of patriarchy in education with nothing else of merit should be marked at this level. In this mark band there will be no evaluation.

5-8

In this mark band candidates need to show a clear understanding of the term patriarchy and to show that the question comes from a feminist perspective. The argument is likely to be one sided, either that education is male dominated or taking a broadly functionalist view that it is equal to all.

9-12

Answers that demonstrate a thorough understanding of the question and offer a good range of materials should be placed in this mark band. This may include reference to writers such as Corrigan and Spender as well as official statistics. Good use can also be made of the interactionist studies of what happens in the classroom. Give credit to those candidates who acknowledge the dominance of patriarchal ideology on behaviour and in creating the hegemony on which knowledge is created but who also note the increasing gap between the results of boys and girls. In this mark band evaluation may be implicit.

13-16

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

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4 (a) Explain, with examples, the meaning of meritocracy. (9)

0-3

Candidates will either attempt to answer by a weak, or partial, definition of meritocracy that contains no relevant examples or give weak examples with no definition.

4-6

Candidates begin to address both the examples and the definition with some degree of accuracy; the notion of a system based on merit will be included in the answers. Give most credit to examples that directly use educational systems and their outcomes.

7-9

Candidates give accurate descriptions of the meaning of meritocracy and use examples that display a clear understanding of the concept. Although evaluation is not an essential component of this level good answers may comment on the difficulty of knowing which are the most essential tasks and make reference to such as Tumin.

b Assess the extent to which education is linked to social mobility. (16)

0-4

Candidates may answer in a confused way that muddles the role of education or describes the educational process rather than linking education to social mobility. Other answers may agree uncritically with the proposition giving utopian views of a direct link between them. Answers that do nothing more than to define social mobility should be marked here. In this mark band there will be no evaluation.

5-8

Answers that begin to look at the potential links between education and social mobility should be placed in this band. There is a possibility that they will rely heavily on the functionalist views and be in broad agreement with the proposition and evidence is likely to be mostly of the Davis and Moore and Parsons type. At the top of the mark band there will be reference to alternative views but these will not be detailed and largely unsupported.

9-12

Answers that demonstrate a thorough understanding of the question and offer a good range of material should be placed in this mark band. Candidates may look at both contemporary and past societies for their examples (but it is not necessary to do both to enter this band) and take arguments from a wide range of key thinkers such as Parsons, Davis and Moore etc. Examples can be taken from elite self-recruitment and other social mobility studies. Although issues of gender and ethnicity are not essential to this question credit relevant use of them as well as any of the studies of classroom behaviour and the impact it has on destinations. In this mark band evaluation may be implicit.

13-16

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

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5 (a) Describe, with examples, the process whereby a sect may become a denomination. (9)

0-3

Candidates only offer one or two points that may be confused. If examples are offered they may be unhelpful or misleading.

4-6

Candidates display clear understanding of the process by which the structure of a sect may change into that of a denomination. If any examples are given they may be partial.

7-9

Both parts of the question will be answered with good understanding and the use of helpful examples. At the top end of the range candidates may include the changes between sect, denomination and church but this is not an essential part of an answer at this level. Evaluation need not be included at this level.

(b) 'Religion is the belief of the marginalised'. Evaluate this view.(16)

0-4

Candidates in this mark band may well offer a confused definition of the concept of marginalisation or produce a list of reasons why people have, or should have, religious belief. In this mark band there will be no evaluation.

5-8

Answers include more reference to appropriate material. This may rely on the classical theorists such as Weber and will concentrate on the less powerful in society.

9-12

Answers that demonstrate a thorough understanding of the question and offer a good range of material should be placed in this mark band. The range of material will be more detailed to include such key thinkers as Yinger and Wallis as well as local examples. At the top of the band there may be some consideration of the involvement of the more powerful in religious observance and in the control of the religious process. Although not an essential part of an answer candidates who consider the use of power in religion and the development of sects etc in religion to this should be marked at this level. In this mark band evaluation may be implicit.

13-16

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

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6 (a) Describe two sociological theories of the role of religion in society. (9)

0-3

Limited grasp of the concept of religious belief. If more than one explanation is offered they may be muddled or rely on common sense material.

4-6

Candidates begin to offer a more detailed explanation that includes two distinct sociological explanations but one will only be partial.

7-9

Candidates offer a clear description of any two appropriate sociological theories and show clear understanding. Evaluation need not be included at this level.

(b) 'Religion has little influence in modern industrial societies'. Assess this view.

(16)

0-4

Candidates may offer a few weak points or a list of what is wrong in society to account for the supposed decline in religion. Answers may also give explanations as to why people should have religious belief and these should be marked at the bottom of the mark range. In this mark band there will be no evaluation.

5-8

Candidates begin to show a more detailed understanding.

Sociological explanations such as that of Trolesth may be used to enhance the answer and there may be some limited consideration of the use of statistics.

9-12

Answers that demonstrate a thorough understanding of the question and offer a good range of material should be placed in this band. Candidates will consider the work of at least two key thinkers and these can either be the classical ones such as Weber or Marx or the more contemporary ones such as Stark and Bainbridge and Bruce. Another valid area would be that of how accurately it is possible to measure religious beliefs. In this mark band evaluation may be implicit.

13-16

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

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7 (a) Explain, with examples, the relative nature of crime and deviance. (9)

0-3

Candidates may attempt a definition of one or both but fail to show the difference, examples may be misleading or inaccurate.

4-6

To enter this mark band candidates need to show how crime and deviance are different in time and place. The explanation of one or both may be partial and examples used will be weak leaving an unbalanced answer.

7-9

Candidates need to display a good knowledge and understanding of both concepts and show by explanation and examples how they vary by time and place. At the top end of the range the answers may show the social construction of both and how acts can go unnoticed. Evaluation need not be included at this level.

(b) Evaluate the way in which studies of suicide has contributed to sociological understanding of deviance. (16)

0-4

Candidates offer only one or two points of dubious relevance. In this mark band there will be no evaluation.

5-8

Answers begin to consider the contribution of studies of suicide in the study of deviance. There may be over reliance on the work of Durkeim and the answer will be uncritical of the evidence offered.

9-12

Answers that demonstrate a thorough understanding of the question and offer a good range of material should be placed in this mark band. Key thinkers referred to will go further than the classical ones and this may include such as Atkinson, Douglas and Retterstol. Some limitations of the contributions of studies of suicide and/or other areas of study that have advanced studies of deviance may be included. In this mark band evaluation may be implicit.

13-16

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

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8 (a) Explain how the level of official crime statistics may be effected by the activities of law enforcement agencies. (9)

0-3

Answers will be limited to one or two weak points about the nature of crime statistics that either fail to mention law enforcement or confuse the meaning.

4-6

Weaknesses of crime statistics are referred to but the nature of law enforcement may be limited to the police with little mention of their role in the gathering of crime statistics.

7-9

Candidates offer an accurate account of the weaknesses of the crime statistics and these are related to the agencies of law enforcement. Evaluation need not be included at this level.

(b) Assess the view that crime is an activity largely undertaken by young working class males. (16)

0-4

Answers are likely to generally agree with the proposition and may offer one or two weak or undeveloped examples. In this mark band there will be no evaluation.

5-8

Candidates at this level will begin to see that crime is an activity that is largely associated with young men and may argue that it is a phase. Useful reference could be made to the work of Mazda. The association with working class may be ignored in this band or conversely the male aspect of the question.

9-12

Answers will demonstrate a thorough understanding of the question and offer a good range of materials that will deal with both the working class and male aspects of the question. They may also refer to the ability of the powerful to hide their crimes as well as their power to define what is criminal. Key thinkers such as Merton, Sutherland, Miller, Cohen and Finn as well as many others could be amongst the references. In this mark band evaluation may be implicit.

13-16

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

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9 (a) Describe, with examples, the nature and the consequences of the dual labour market. (9)

0-3

Candidates who show a limited grasp of the nature of the labour market and may limit their answers to descriptions of work alone should be marked here. Examples, if used, will be inappropriate.

4-6

Candidates offer a more detailed description of the dual labour market and although there will be more appropriate examples offered there will be little or no reference to the consequences of the market.

7-9

Clear explanations and examples of the dual labour market will be offered as well as a consideration of the consequences either for the individual or society. Evaluation need not be included at this level.

(b) Assess the interactionist explanations of the nature of organisations. (16)

0-4

Answers will offer a few points or a list of the supposed nature of organisations. In this mark band there will be no evaluation.

5-8

Answers that show a more detailed knowledge of the nature of organisations that may concentrate on bureaucratic descriptions, at the top of the mark band the dysfunctions of bureaucracies may also be included but this is not an essential element of this band.

9-12

Answers that demonstrate a thorough understanding of the question and offer a good range of material should be placed in this mark band. Answers will not only assess theories of bureaucratic systems and their weaknesses but may also look at other management theories. In this mark band evaluation may be implicit.

13-16

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

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10 (a) Explain, with examples, The meaning of alienation. (9)

0-3

A simplistic explanation with only one or two relevant points.

4-6

A definition is offered that shows clearly that the candidate understands the nature of the concept that is based clearly on the theory of at least one key thinker (Marx or Blauner are the most likely examples). The key thinker need not be named to enter this mark band.

7-9

A clear definition should be offered but the candidate should show that the concept is not without controversy and although they do not have to be named there should be credit given to more than one explanation/key thinker. Evaluation need not be included at this level.

(b) Evaluate sociological research with argues that worker satisfaction can be improved.

(16)

0-4

There will be some attempt to describe worker satisfaction. There will be little or no reference made to any sociological research into worker satisfaction. In this mark band there will be no evaluation.

5-8

Candidates begin to outline sociological research such as that of Mayo but this will be partial and will concentrate on one theory.

9-12

Answers that demonstrate a thorough understanding of the question and offer a good range of material should be placed in this mark band. An analysis of the classical Marxist view may be offered as well as the possibility of deskilling and the work of Braverman, Taylorism and the human relations school. None of these are essential to enter this mark band. In this mark band evaluation may be implicit.

13-16

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

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11 (a) Describe how the roles of agenda setters or gatekeepers can influence media content. (9)

0-3

Answers will rely on descriptions of one of the roles and there will be no attempt to link this to effects on the audience.

4-6

In this mark band answers will attempt to link the role to the audience.

7-9

The concept will be dealt with in detail to show how they have the power to place items on the agenda (or leave it off) and the to create an audience reaction by its presentation. There may be some mention of media amplification but this is not essential to enter this mark band. Evaluation need not be included at this level.

(b) 'The owners of the mass media have complete control over what is published and broadcast'. Assess this view. (16)

0-4

Candidates consider the role of the owners but there is little or no linkage to this role in relation to what is broadcast and published. In this mark band there will be no evaluation.

5-8

There will be reference to the major theories about the power of ownership that of the Marxist/Pluralist and there will be reference made to either publishing or the broadcast media but not to both.

9-12

Answers that demonstrate a thorough understanding of the question and offer a good range of material should be placed in this mark band. The Marxist/Pluralist debate will be explored and the different Marxist interpretations at least mentioned. Key thinkers such as McQuail and Nader may well be included as well as issues of globalisation and advertising. In this mark band evaluation may be implicit.

13-16

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

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12 (a) Describe, with examples, the process of deviance amplification. (9)

0-3

Answers will be confined to the type that define the amplification of deviance without an explanation of how the process works.

4-6

Answers will either describe the process of the amplification of deviance or produce partial descriptions.

7-9

Candidates will produce a balanced answer that shows clearly how the process works and supports the answer with at least two examples. Evaluation need not be included at this level.

(b) Assess the view that the mass media are a major source of stereotypes of young people. (16)

0-4

Answers that agree that the Mass Media are a source or agree and try to argue that this process is wrong or just give a list of this occurring should be placed in this mark band. In this mark band there will be no evaluation.

5-8

Answers that begin to show that stereotypes exist, maybe by listing some and making partial reference to the work of such writers as Signorielli (1984 content analysis of American TV) should be placed here.

9-12

Answers that demonstrate a thorough understanding of the question and offer a good range of material should be placed in this mark band. The view that the Mass Media are a reflection as well as the creators of stereotypes could also be explored. The work of such as Cohen can be usefully explored as well as the variety of stereotypes that are available. Credit those who differentiate between babies, children and youths. In this mark band evaluation may be implicit.

13-16

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