

**NOVEMBER 2002**

**GCE ADVANCED LEVEL**

**MARK SCHEME**

**MAXIMUM MARK : 75**

**SYLLABUS/COMPONENT : 9699/03**

**SOCIOLOGY**



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## GENERAL MARK BANDS

### SECTION A

#### 0-3 marks

Answers at this level will be characterised by limited knowledge and understanding. There will be few, if any, references to appropriate studies and thinkers. Key aspects of the question may be overlooked or misinterpreted. Much of the material covered may be irrelevant or at best tangential to the question.

#### 4-6 marks

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

#### 7-9 marks

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

### SECTION B

#### 0-4 marks.

Answers at this level will be characterized 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 20 should be awarded.

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1 a Describe the functions of the family. (9 marks)

0-3

Candidates either offer one or two poor examples of family functions or define what the concept means with no attempt to describe the functions.

4-6

Candidates show an understanding of the major functions of the family e.g. economic, etc but some of these may be confused. Some candidates may confuse the functions of the family with its supposed universal nature, as long as it is clear that they understand most of the core functions they should be marked here.

7-9

A good understanding of the functions of the family will be shown. Candidates may use the Fletcher description but that does not have to be acknowledged for the answer to be placed here. At the top end of the range candidates may explore the different family types in relation to the functions carried out or describe the different views of the key thinkers such as Parsons and Fletcher. Evaluation is not necessary to enter this mark band or to receive full marks.

b Evaluate the view that the family in modern industrial societies has lost some of its functions. (16 marks)

0-4

Answers may be characterised by a confusion between loss of function and changing structure. There may be the inclusion of one or two changes such as the economic role but this will not be related to loss of function.

5-8

A basic understanding of the meaning of loss of function is clear, there may be a concentration on the aspect of the role of the state in the function of the family but this will show some confusion and may not be well supported either by examples or by key thinkers.

9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. Not only will the answers be well supported by such writers as Fletcher, Goode and the other Functionalists but there will be some evaluation of the quality of function and the way in which the family may or may not support the state. This latter point may be somewhat tentative and is unlikely to occur at the lower end of the mark range. Evaluation in this mark band may be implicit.

13-16

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

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*2 a Describe, with examples, how the structure of the family has been affected by industrialisation. (9 marks)*

0-3

Answers may be limited to describing changes in families that are not directly related to industrialisation e.g. changing family size.

4-6

There will be a direct link between the process of industrialisation and the way in which families have changed. This may rely overly on Willmott and Young and the four stages of the family but the effect will be considered. If candidates describe in generalised terms the impact of industrialisation on the family in contemporary societies then they should be placed here. Candidates who only describe how roles have changed may enter the bottom of the range.

7-9

The link between the two will be described well and this may include how the nature of the family type could have encouraged the development of industrialisation. At the top of the mark band the issue of changing power relationships within families may also be covered. Evaluation is not necessary to enter this mark band or to receive full marks.

*b Assess the contribution of feminist theories to an understanding of relationships in families. (16)*

0-4

Answers will focus on what members of families do and are unlikely to make any valid reference to feminist theory.

5-8

Feminist theory, such as that of Oakley, will be included. The aspects of equality in what family members do may be the central theme to most answers, The domestic labour debate may dominate the answers but at the top end there must be some reference to the issues of power.

9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. Although most candidates will explore the domestic labour debate and include such key thinkers as Oakley, Bernard and those that differentiate between feminist views. There may be a discussion of the issues of power and decision making within families. Others may broaden the question away from that of conjugal relationships to look at the position of children and the elderly within their families. Evaluation in this mark band may be implicit.

13-16

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

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3 a *Describe the effects of poverty on educational achievement.* (9 marks)

0-3

Answers will concentrate on the negative effects of poverty on life chances in general and there will be little or no mention of its effects on education.

4-6

Candidates will concentrate on the material consequences of poverty on educational outcomes. If this is unsupported sociologically then place in the bottom of this mark band.

7-9

Candidates not only include the material way in which an individual's educational achievements are effected by poverty directly but also consider the way in which the most disadvantaged within a school may also suffer negative effects. Evaluation is not necessary to enter this mark band or to receive full marks.

b *"The role of education is to legitimise inequality". Assess this view.* (16 marks)

0-4

A simplistic view of the question is taken with candidates either agreeing that the state does create inequality or arguing that access to education is the route to a fair and equal society.

5-8

Answers will begin to develop the Functionalist/Marxist debate about equality in education. In this mark band there will be little or no reference to the role of the state in this process.

9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. Key thinkers such as Bowles and Gintis and Davis and Moore will be the most likely starting point but the state as a source of ideological control and issues such as access to higher level knowledge and elite self-recruitment may be introduced at the top end of the mark range. Evaluation in this mark band may be implicit.

13-16

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

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4 a Describe, with examples, the types of pupil subcultures that can be found in schools. (9 marks)

0-3

Weak attempts to define subcultures and examples if they are used will be of subcultures in general rather than examples of pupil subcultures.

4-6

An adequate definition of pupil subcultures with at least two examples.

7-9

Not only do candidates define pupil subcultures but they also show the range of cultures that may be found. Examples may be taken from the work of such key thinkers as Hargreaves, Keddie and Mac An Ghail. Evaluation is not necessary to enter this mark band or to receive full marks.

b "Factors within schools are the main influence on educational achievement". Assess this view. (16 marks)

0-4

Some attempt to describe or list the factors that effect educational achievements. This may be disorganised and the factors will not be clearly differentiated.

5-8

Candidates will show that they have an understanding of both the factors within and without school that influence educational achievements. They may support their answers with reference to such key thinkers as Lacey and Ball There will be little or no attempt to consider the relative importance of the factors.

9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. There will be some assessment of the relative importance of the in school factors and the position of the individual to be able to influence them. External factors may also be included as well as the views of such key thinkers as Young and concepts such as Positional Theory. Evaluation in this mark band may be implicit.

13-16

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

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*5a Describe Sociological explanations of how religion may legitimise social order.  
(9 marks)*

0-3

Answers that attempt to define social order or religion should be placed here along with weak definitions of legitimisation.

4-6

Candidates who define what legitimisation is should be placed here. If Weber is acknowledged as to the source with little or no detail then this should be given credit within this band.

7-9 Well defined answers that show the way in which Weber or others use the concept should be placed here. Evaluation is not necessary to enter this mark band or to receive full marks.

*b Evaluate the view that religion is the means by which the poor are controlled in society.  
(16 marks)*

0-4 Candidates who take a simplistic view that religion either offers control or not should be placed here.

5-8

Candidates who begin to show that there is a debate about control and may show that it is a Marxist/Weberian/Functionalist one should be placed here. It is not necessary to be specific about the key thinkers if it is obvious by context that they are being referred to.

9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. Issues of church membership and participation may be considered as well as the views of the classical theorists about the control of the masses versus those about giving meaning to life. At the top of the mark band this may be developed by the more modern theorists such as Bruce as well as considering control from a feminist or post modernist view. Evaluation in this mark band may be implicit.

13-16

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

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*6a Describe, with examples, the features of religious sects and cults. (9 marks)*

0-3

Definitions of sects/cults with no attempt to differentiate between them should be placed here. Or examples with no definition.

4-6

Both sects and cults will be defined to some degree with at least one example of each.

7-9

A clear explanation of the nature and features of sects and cults will be given in which the differences will be clear to see and the answer will be supported with examples. there may be some reference to the work of Wallis or others but this is not an essential part of the answer. Evaluation is not necessary to enter this mark band or to receive full marks.

*b Assess the Sociological explanations for the existence of sects in apparently secular societies. (16 marks)*

0-4

Answers may be characterised by reference to examples of sects, how they operate and whom they attract. There will be little discussion of why they emerge and the 'apparently' in the question will be overlooked.

5-8

Answers will begin to consider why sects emerge in society. This may be explained via examples in society or by reference to key thinkers such as Weber or Troeltsch. There may be some mention of 'apparently secular' but this will not be developed.

9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. Candidates will evaluate the 'apparently secular' part of the question as well as explain sociologically the emergence of sects. The work of such key thinkers as Wilson and Niebuhr may be developed. Evaluation in this mark band may be implicit.

13-16

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



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7 a Describe two reasons why official crime statistics may not reflect the true level of crime in society. (9 marks)

0-3

Answers are partial with one or no sociological explanations.

4-6

Two reasons will be offered but one or both may be partial.

7-9

Two valid explanations for the weaknesses of crime statistics will be offered and well

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8 a *Explain, with examples, the meaning of anomie.* (9 marks)

0-3

Weak definitions of the term with no relevant examples.

4-6

Definitions that show an understanding of the term. There may be reference to Durkheim or Merton but this is not essential. Examples may be related to general definitions unrelated to deviance.

7-9

Clear definitions of the term that are supported by at least two appropriate examples. Evaluation and inclusion of key thinkers is not necessary to enter this mark band or to receive full marks.

b *Evaluate the usefulness of the "New Criminology" in explaining why people commit crime.* (16)

0-4

Weak attempts to define/explain the meaning of the 'New Criminology' should be placed here.

5-8

Answers in this band begin to describe the 'New Criminology' in understanding the nature of crime but this will be from a positive viewpoint.

9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. Not only are the positive aspects of these studies drawn upon but the drawbacks as well. The work of such key thinkers as Taylor, Walton and Young etc may be used. Evaluation in this mark band may be implicit.

13-16

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

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9 a *Describe, with examples, the main features of bureaucracy. (9 marks)*

0-3

One or two features of bureaucracy are described but are confused or partial.

4-6

A useful typology of a bureaucracy is offered that shows the major features. This is most likely to be based on the work of Weber. It is not essential to name him or any other key thinker to enter this mark band.

7-9

A detailed description of the features of a bureaucracy. If the candidates show that there is more than one typology then mark at the top of the band. Evaluation is not necessary to enter this mark band or to receive full marks.

*b Evaluate the claim by some sociologists that organisations are inevitably undemocratic. (16 marks)*

0-4

Answers that either agree or disagree, with little or no support, with the proposition should be placed here.

5-8

Answers that acknowledge that both are possible but only offer evidence to support one side of the proposition should be placed here.

9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. There will be reference to both the iron law of oligarchy and/or the management studied of Taylor etc. Other more recent theorists such as Barnevik, Halsey or Peters may be usefully used. Evaluation in this mark band may be implicit.

13-16

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

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*10 a Describe, with examples, the possible consequences of workforce deskilling . (9 marks)*

0-3

Answers that explain what the nature of deskilling is rather than its consequences should be placed here.

4-6

Candidates who explain the effects of the process for the individual and the society should be placed here but one of these will be described in a partial way.

7-9

Answers that describe a range of factors both for the individuals who loose skill and the society in which they are found should be placed here. Evaluation is not necessary to enter this mark band or to receive full marks.

*b "The type of work people do is the main influence on their choice of leisure activities". Assess this claim. (16 marks)*

0-4

In this band answers may focus on one or two ways in which work effects individual's lives.

5-8

Reference will be made to at least one study on the impact of work on the lives of workers. Such issues as worker satisfaction and the effects of exploitation may be covered.

9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. In this mark band there will be mention of the research into the effects of work on individuals and there may be some assessment of its usefulness. Evaluation in this mark band may be implicit.

13-16

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

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*11 a Describe how the mass media may influence the outcome of elections. (9 marks)*

0-3

Answers that define what the mass media is or attempt a basic description of the role of the mass media or offer one reason should be placed here.

4-6

Candidates who begin to show that the effect of the mass media may be important in more than one way should be placed here.

7-9

Answers that give a clear explanation of the varied way in which the mass media may influence the outcome of elections should be placed here. Both research from Butler and Stokes 1964 study to Franklin's Packaging Politics and valid examples of the process in action can be rewarded. Evaluation is not necessary to enter this mark band or to receive full marks.

*b Assess the view that the mass media only serve the interests of the ruling class. (16 marks)*

0-4

Answers that accept or reject the proposition uncritically should be placed here.

5-8

Answers will remain partial in that they are most likely to accept the proposition and support it from a mainly Marxist perspective. At the top end of the mark band there should be at least the acknowledgement of an alternative view.

9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. Both sides of the debate will be covered. This is most likely to be from the Manipulative/Pluralist/Hegemonic views of the roles and operation of the mass media. The key thinkers that may figure in answers may include such as Marx, Murdock and Golding, Roengren and Windahl, GMG and many others. There is no essential element to this answer as long as the issues are covered. Any valid area can be addressed whether it is that of ideological control, consumerism or political activity etc. Evaluation in this mark band may be implicit.

13-16

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

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*12 a Describe, with examples, the meaning of the term media representation. (9 marks)*

0-3

Weak attempts with no appropriate examples to describe the meaning of the term.

4-6

A clear understanding of the term is made with at least one appropriate example of a media representation.

7-9

Candidates offer detailed definitions of the term that include at least two appropriate examples of media representations. Evaluation is not necessary to enter this mark band or to receive full marks.

*b Assess the view that the mass media are a major source of stereotypes of ethnic minorities. (16 marks)*

0-4

Answers are likely to offer an undeveloped list of the real or supposed ways in which stereotypes of ethnic minorities are to be found in the media.

5-8

Answers will be centred on the media rather than other sources of stereotypes but will include a view of the different ways in which the media produces these images.

9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. The images that are referred to may not only be the ones based on the traditional WASP view but, especially if reference is being made outside GB, also include asylum seekers and other more contemporary images. The way in which the media may or may not be responsible for the creation of social constructions may be included in particular the representation as victim. Also credit those candidates who show that mass media omissions are important. Evaluation in this mark band may be implicit.

13-16

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