

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Subsidiary Level and GCE Advanced Level

MARK SCHEME for the June 2004 question papers

9699 SOCIOLOGY

9699/01	Paper 1 (Essay 1), maximum raw mark 50
9699/02	Paper 2 (Data Response), maximum raw mark 50
9699/03	Paper 3 (Essay 2), maximum raw mark 75

These mark schemes are published as an aid to teachers and students, to indicate the requirements of the examination. They show the basis on which Examiners were initially instructed to award marks. They do not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

- CIE will not enter into discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the June 2004 question papers for most IGCSE and GCE Advanced Level syllabuses.



Grade thresholds taken for Syllabus 9699 (Sociology) in the June 2004 examination.

	maximum mark available	minimum mark required for grade:		
		A	B	E
Component 1	50	36	32	24
Component 2	50	39	36	25
Component 3	75	51	48	31

The thresholds (minimum marks) for Grades C and D are normally set by dividing the mark range between the B and the E thresholds into three. For example, if the difference between the B and the E threshold is 24 marks, the C threshold is set 8 marks below the B threshold and the D threshold is set another 8 marks down. If dividing the interval by three results in a fraction of a mark, then the threshold is normally rounded down.

June 2004

GCE A AND AS LEVEL

MARK SCHEME

MAXIMUM MARK: 50

SYLLABUS/COMPONENT: 9699/01

**SOCIOLOGY
Paper 1 (Essay 1)**



Page 1	Mark Scheme	Syllabus	Paper
	SOCIOLOGY – JUNE 2004	9699	1

1. Describe and assess the functionalist theory of socialisation.

- 0-6 At this level we may anticipate a few general statements about socialisation. At the top of the band this may be linked to functionalism, though without appropriate detail and development.
- 7-12 A solid descriptive account of the functionalist theory of socialisation would fit this band. There will be little or no attempt at assessment and the level of understanding will be rather basic in answers at the lower end.
- 13-18 The functionalist theory of socialisation will be described with reasonable accuracy and a basic attempt will be made to assess it. At the lower end the assessment may be through juxtaposition with other theories of socialisation, particularly those within the interactionist perspective. At the top of the band the assessment will be explicit, albeit somewhat limited in range and depth.
- 19-25 As for the previous band except that the assessment will be incisive and sustained. The interactionist perspective may be used to good effect to illustrate the limitations of the functionalist theory of socialisation, and this may be complemented by other lines of analysis perhaps focusing on the conservative and/or deterministic assumptions inherent in the functionalist perspective. Answers at the top of the band will consider a range of relevant criticisms in some detail and may also attempt to provide a reasoned and balanced conclusion about the overall value of the functionalist theory of socialisation.

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2. Explain and assess the idea that childhood is a social construct.

- 0-6 Answers at this level are likely to be characterised by misunderstanding of what the idea of a social construct implies in relation to childhood. General observations about childhood and infant socialisation may be proffered, much of which will have little relevance to the question. Beware too of references to youth culture, which may also have little bearing on the question. At the top of the band there may be a vague understanding that definitions of childhood can vary historically and culturally, though there will be little or no development of this idea through references to appropriate sociological material.
- 7-12 The idea that childhood is a social construct will be explained, albeit a little clumsily at the lower end. This may be through reference to the work of historian Philip Aries, and/or other accounts of historical and cross cultural variations in the experience of childhood. The idea that childhood is a social construct may be accepted largely uncritically at this level.
- 13-18 As for the previous band, though now candidates will also offer a basic assessment of the idea that childhood is a social construct. The assessment may be in terms of a critical review of the sources of evidence used to demonstrate historical variations in concepts of childhood. Likewise, it may involve, a reasoned attack on the idea that 'childhood' is a specifically modern construct. Equally, candidates may note the considerable variations in experiences of childhood depending on factors such as class, ethnicity and gender. A post-modernist viewpoint would draw attention to the shift from a concern with protecting children from the harsh realities of the sphere of production in the nineteenth and early twentieth centuries to concerns about the construction of childhood as a consumer experience (e.g. debates about how far children should be protected from commercial interests that seek to influence their needs and wants). Only a few of these issues will be touched on at this level and the analysis will be rudimentary, particularly lower in the band.
- 19-25 The idea that childhood is a social construct will be explained clearly and accurately, possibly with the use of supporting examples and/or references to relevant studies. The idea will be assessed at some length and the points made will be incisive, particularly at the top of the band. There may also be an attempt to reach a reasoned and balanced conclusion that takes account of arguments both for and against the proposition. Reward candidates who note that childhood roles may be negotiated differently within particular families and between different social actors.

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	SOCIOLOGY – JUNE 2004	9699	1

3. Assess the advantages and limitations of using secondary data in sociological research.

- 0-6 At the lower end of the band there may be misunderstanding about the nature of secondary data, perhaps confusing it with primary research using questionnaires and interviews. Higher in the band answers will contain a few relevant, though poorly developed points about the strengths and/or limitations of secondary data in general.
- 7-12 Answers at this level will identify some relevant advantages and limitations, but will be lacking in some key respects. For example, the response may be restricted to considering only quantitative secondary data (e.g. official statistics), and/or it may address only practical advantages and limitations. There will also be little or no evidence of assessment at this level.
- 13-18 A wide range of advantages and limitations will be identified, and these will cover (though not necessarily with equal emphasis) both quantitative and qualitative sources of secondary data. Examples from studies may be used to illustrate key points. At the top of the band there will also be some treatment of relevant theoretical issues (objectivity, validity, reliability, etc.) alongside the practical points. The assessment may be mostly implicit i.e. through juxtaposing points about advantages and limitations. At the top of the band though some explicit assessment is required, albeit of a rather basic kind.
- 19-25 As for the previous band except that now the assessment will be explicit and well informed. It is likely that a wide range of different sources of secondary data will be considered and the advantages and limitations of each will be discussed. However, the assessment will also reach conclusions about the value of secondary data in general. This may involve consideration of how sociologists in different theoretical perspectives utilise secondary data and perhaps discussion of how secondary data has been employed in particular studies.

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4. 'The quality of the evidence produced by longitudinal studies more than compensates for the practical difficulties involved in carrying out this type of research.' Discuss.

0-6 At the lower end of the band there may be misunderstanding about the nature of longitudinal research, perhaps confusing it with participant observation or the use of historical documents. Higher in the band answers will demonstrate a basic understanding of the nature of longitudinal studies, but offer very little detail or development that is relevant to the question as set.

7-12 At this level we may expect a basic account of the strengths and limitations of longitudinal studies. The specific wording of the question will be addressed only in passing; we will be offered a descriptive response that focuses on the general features of longitudinal research. Lower in the band answers will be rather list-like. Answers at the top of the band will include some extension of key points, perhaps through references to actual longitudinal studies and/or links to relevant theoretical perspectives.

13-18 There will be a clear and well-informed account of the strengths and limitations of longitudinal studies that covers both theoretical and practical issues, though not necessarily with equal emphasis. At the top of the band candidates will begin to address the specific wording of the question, though the discussion may be somewhat truncated and elementary. There will be some evidence that the candidate understands the practical difficulties that may compromise the value of longitudinal research e.g. difficulty in recruiting and maintaining a suitable sample, problems in maintaining continuity in the research team over long periods of time, the expense involved, and the difficulty in maintaining adequate contact with the group when they are not being studied.

19-25 At this level candidates will assess the potential value of longitudinal studies and reach balanced and reasoned conclusions about how far, if at all, it compensates for the practical difficulties involved in undertaking this type of research. Answers at the top of the band will make some incisive points such as observing that the value of the method may vary to some extent depending on the subject studied, the theoretical perspective adopted, and the relationship with any other methods that may be involved in the study.

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5. **‘There are no longer any clear divisions between the working class and the middle class in modern industrial societies’. Explain and assess this view.**
- 0-6 At this level we may anticipate a few general statements about social class. At the top of the band this may be linked to a discussion of changes in the class structure, though without appropriate detail and development.
- 7-12 At this level answers will provide a solid descriptive account of one or more relevant debates e.g. embourgeoisement, proletarianisation, class fragmentation, post-modernist theories of class, etc. Lower in the band the answers will lack detail and may contain some inaccuracy. Higher in the band the accounts will be more detailed and possibly include references to some relevant studies.
- 13-18 Answers that cover a good range of relevant debates may feature at this level, though to reach the higher part of the band some appropriate assessment must be offered. The assessment is most likely to take the form of a critique of the embourgeoisement and/or proletarianisation theories, though many other approaches are possible.
- 19-25 As for the previous band except that the assessment will be more developed and better informed. Answers that stop at 1950s/1960s debates (embourgeoisement, proletarianisation, etc.) would need to be very well done to trigger this level and even then could not reach the top of the band. Some awareness of developments in the class structure in recent decades is essential to reach the top of the band, and this may be achieved for example through appropriate references to post-modernist theory and/or references to the decline of employment in the manufacturing sector.

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	SOCIOLOGY – JUNE 2004	9699	1

6. To what extent can the inequality experienced by many ethnic minority groups be explained in terms of racial discrimination?

- 0-6 At this level answers may be confined to a few observations about the forms of inequality experienced by many ethnic minority groups. Higher in the band this may be linked to the idea of racial discrimination, though the points made will be based on assertion rather than sociological evidence and reasoning.
- 7-12 Lower in the band answers may focus mainly on describing the inequality experienced by many ethnic minority groups, though this will be linked in a basic way to a discussion of racial discrimination. Higher in the band answers may provide a solid account of the part that racial discrimination may play in explaining the inequality experienced by many ethnic minority groups. Alternatively, a more limited discussion of racial discrimination will be combined with a few basic references to other relevant factors that may explain ethnic inequality.
- 13-18 Different explanations of ethnic inequality will be explored at this level, but at the lower end there will be little or no attempt at assessment. One approach would be to focus on the contrast between structural and cultural explanations, though it would also be possible to address the question in less theoretical terms through references to relevant studies of the inequality experienced by ethnic minority groups. Higher in the band there will be a basic attempt to assess the explanations offered.
- 19-25 As for the previous band except that the assessment will be more developed and better informed. The limitations of explaining ethnic inequality purely in terms of racial discrimination will be noted, and higher in the band candidates may also assess the strengths and weaknesses of alternative explanations such as those within the functionalist and Marxist traditions. Appropriate references to post-modernist accounts may also feature in the best answers.

June 2004

GCE A AND AS LEVEL

MARK SCHEME

MAXIMUM MARK: 50

SYLLABUS/COMPONENT: 9699/02

**SOCIOLOGY
Paper 2 (Data Response)**

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	SOCIOLOGY – JUNE 2004	9699	2

1. Many sociologists are happy to admit that their research is influenced by their personal values. They believe that the purpose of research is to make the world a better place. Hence the choice of research topics requires a *value judgement* that this or that feature of social life is unacceptable, and research that may lead to improvement is therefore a 'good thing'. They are therefore concerned about how their research data is used and whose interests it serves.

Some sociologists, however, take a very hard 'scientific' line and claim that they do research that is neutral in value. All they do, they say, is to search for the truth. What is done with the information they produce they claim is not their concern. They are content to leave it for politicians or bureaucrats to decide how their research is used.

a) What is meant by the term *value judgement*? (2)

A decision about what is right or wrong, good or bad that ultimately depends on personal belief (= 2 marks). One mark for a poorly expressed or otherwise limited answer that has some merit e.g. 'someone's own view' or 'something that people believe to be right'.

b) Describe **two** factors apart from personal values that may influence the sociologist's choice of research topic. (4)

One mark for identifying each appropriate factor (= 2 marks) and one mark for the development of each factor (= 4 marks). Relevant factors include, for example: funding and sponsorship; career considerations for the researcher; what is topical and newsworthy; the consensus among academics about what topics are important to study; because the opportunity was available; and because the topic suited the particular knowledge and skills of the researcher.

c) Explain how the values of the researcher may lead to bias in the collection and presentation of research data. (8)

0-4 Lower in the band answers will be limited to a few tangential or vaguely relevant points only. Higher in the band candidates will demonstrate some basic awareness of the way that the values of the researcher may be connected with bias in the research data, though the specific links are likely to be left implicit.

5-8 Answers lower in the band will begin to pinpoint the reasons why the values of the researcher may be connected with bias in the research data. For example, it may be noted that individual researchers may have personal prejudices, and this may influence and distort their work. Likewise some researchers may place a high emphasis on achieving 'success' and/or novelty in their research and this may then become an important motivation for distorting their results. Reward candidates who recognise that the different theoretical perspectives that sociologists adopt have built-in biases.

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Candidates may also note that since sociologists are real people it is inevitable that they are sometimes influenced by the common-sense ideas of their time, and this may then have a distorting influence on their research. At the top of the band the explanation will be developed and well informed, either covering a range of points or fewer points in detail.

- d) Assess the view that the purpose of sociological research should be to bring about improvements in society.

(11)

0-4 Any relevant points at this level will be vague and poorly supported by references to evidence and arguments. A legitimate viewpoint may be asserted, but the answer will be weak in terms of development and structure. Some awareness that there are different views about the purpose of sociological research may be apparent in a very rudimentary way towards the top of the band.

5-8 Answers will demonstrate awareness of the arguments and perspectives that support the idea that sociological research should aim to bring about improvements in society. Higher in the band this may be contrasted with relevant alternative views, particularly those that argue for a value-neutral sociology. However, the assessment will remain weak at this level.

9-11 As for the previous band except that the assessment will be more developed, perhaps through references to the practical and theoretical problems involved in using sociological research as a basis for social engineering. Higher in the band the assessment will be characterised by some sophistication; for example, candidates may question whose interests sociological research serves and who may benefit from supposed improvements in society, and what values underpin the idea of social engineering and what type of society it may give rise to.

2. Interviewing is a common technique used by sociologists to gather data. Those sociologists who like to proceed like natural scientists prefer to use *structured* interviews. They usually take great pains to draw up a carefully worded set of questions, and try to standardise their performance as interviewers so that they behave in exactly the same way with each respondent. The purpose of all this care is to make sure that nothing 'irrelevant' in the wording of the questions or the performance of the interviewer will influence the answers: that the answers will simply be 'real' opinions, or the 'real' knowledge of the respondent. In this way it is hoped that the data collected will be free from any *researcher bias*.

- a) What is meant by the term *researcher bias*?

(2)

A situation where some attributes or characteristics of the researcher influence the behaviour and responses of the people being studied so that the data collected is not a true reflection of what it claims to represent (= 2 marks). One mark for a poorly expressed or otherwise limited effort that has some merit e.g. 'people give the answers they think the researcher wants' or 'the data reflects the values of the researcher'.

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b) Describe two reasons why sociologists should take great care in the way questions are worded in an interview. (4)

One mark for identifying each appropriate reason (= 2 marks) and one mark for the development of each reason (= 4 marks). The reasons may include, for example: poorly phrased questions may be misunderstood or not understood by the respondents; questions may be slanted towards a particular response; some questions may cause embarrassment or offence; some questions may fail to achieve their aim e.g. to elicit a detailed and thoughtful response.

c) Explain why it may be very difficult for sociologists to avoid influencing the answers when carrying out interviews. (8)

0-4 Lower in the band answers may be restricted to a few tangential points about the use of interviews in sociological research or possibly a few vague points about interview technique that are of limited sociological relevance. Higher in the band answers will be restricted to one or two basic points about why researcher bias may be difficult to avoid when carrying out interviews.

5-8 A range of relevant points will be covered at this level, and higher in the band the answers will also demonstrate depth of understanding. Reasons why it may be difficult for sociologists to avoid influencing the answers when carrying out interviews include, for example: lack of awareness of their own values and prejudices, and how they may show through in their interview questions and technique; respondents may find it difficult to relax and give uninhibited responses; respondents may be influenced by characteristics of the researcher such as their age, class, ethnicity and gender; the respondents may give the answers they think the researcher wants to hear; the researcher may be intimidated by the interview situation and find it hard to relax.

d) Assess the strengths **and** limitations of *structured* interviews. (11)

0-4 At this level we can expect a few limited observations about interviews in general, with few if any links to relevant sociological knowledge. At the top of the band answers may contain one or two vaguely relevant points about the strengths and/or limitations of *structured* interviews specifically.

5-8 Answers at this level will focus on the question as set, though they are likely to be mostly descriptive in content and may lack some balance in the treatment of strengths *and* limitations. The distinction between structured interviews and other types of interviews may be somewhat obscured lower in the band, but will be clear at the top. The strengths and limitations may be discussed within a positivist versus interpretivist framework, though be wary of rewarding too highly general accounts of the latter debate that have little direct bearing on the question.

9-11 Answers at this level will be balanced in the coverage of strengths *and* limitations. There will also be some attempt at assessment, possibly in the form of a reasoned conclusion about the value of structured interviews. Candidates who recognise that claims about the supposed strengths and limitations of structured interviews are subject to debate will also be demonstrating assessment skills. Reward too candidates who note that much depends on the theoretical perspective adopted when assessing the merits of particular

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research methods.

3. Women on the whole earn less than men and are more likely to be employed on a part-time or temporary basis only. They are concentrated into lower-paid occupations such as clerical work, professional work in health, education and welfare, repetitive assembly work, cleaning and catering, etc. In Britain in 2001 women's full-time earnings were only 77% of men's. This is an advance on the situation in 1971 when the equivalent figure was 64%. More women experience downward *social mobility* than upward, while for men the reverse is true. Men fill most of the top jobs in industry and the professions. Hence, women are largely excluded from the positions in society that carry most power and this may be one of the reasons why they continue to experience inequality in employment and in the wider society.

a) What is meant by the term *social mobility*?

(2)

The upward or downward movement of individuals or groups between different levels of the social hierarchy (= 2 marks). One mark for a poorly expressed or otherwise limited answer that has some merit e.g. 'moving up the social ladder' or 'changing your social class'. Beware of candidates who conflate or confuse social mobility with geographical mobility.

b) Describe **two** reasons why women earn less than men.

(4)

One mark for identifying each appropriate reason (= 2 marks) and one mark for the development of each reason (= 4 marks). Reasons include, for example: women may have more career breaks; the dual labour market theory; the reserve army of labour explanation; hostile or unhelpful attitudes of male-dominated trade unions; patriarchy and the prejudice of male bosses; lower career and employment expectations among females.

c) Explain why men fill most of the top jobs in industry and the professions.

(8)

0-4 Lower in the band answers will be distinguished by the lack of relevant content and possible reliance on a few assertions in place of relevant sociological reasoning. Better answers in the band will identify a few appropriate reasons why men fill most of the top jobs, but the points will lack development and/or theoretical grasp.

5-8 The explanations offered will be developed and well informed. At the lower end of the band there may be reliance on some general theories and explanations of sexual inequality, such as those within the Marxist and feminist traditions. Higher in the band answers will include material that addresses specifically the issue of access to top jobs, such as: discussion of possible male bias and self-recruitment; different attitudes to employment and career success between the gender groups; and the cultures of leadership in contemporary industrial societies that may reflect patriarchal influences, thereby making it easier for men to succeed to positions of power and feel more comfortable in such roles.

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d) Assess the claim that sexual inequality in employment serves the interests of the ruling class. (11)

0-4 Answers at this level may be restricted to a few observations about the nature and extent of sexual inequality. Higher in the band there may be a few poorly articulated points about who benefits from sexual inequality, but there will be few if any links to appropriate sociological evidence and arguments.

5-8 Answers at this level may rely on a largely descriptive account of different explanations and theories of sexual inequality in employment, including those within the Marxist tradition. The assessment will be mostly or solely limited to the juxtaposition of the different theories. The focus on employment may be a little weak in answers at the bottom of the band.

9-11 Different theories and explanations of sexual inequality in employment will be addressed in an accurate and well-informed way, and there will be some explicit assessment that is linked to the question as set. The strengths and limitations of the Marxist theories of sexual inequality may be reviewed in order to demonstrate assessment skills. Alternatively, or in addition, answers may include a discussion of the contrasts between feminist and Marxist theories. At the top of the band the assessment will be detailed and well reasoned, with sound grasp of relevant theories linked to analysis of their strengths and limitations.

June 2004

GCE A AND AS LEVEL

MARK SCHEME

MAXIMUM MARK: 75

SYLLABUS/COMPONENT: 9699/03

**SOCIOLOGY
Paper 3 (Essay 2)**

Page 1	Mark Scheme	Syllabus	Paper
	SOCIOLOGY – JUNE 2004	9699	3

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 characterised by limited knowledge and understanding. There will be few, if any references to appropriate studies and thinkers. Key aspects of the question may be overlooked or misinterpreted. Much of the material covered may be irrelevant or, at best, tangential to the question. There will be little or no relevant analysis and evaluation. It is likely that points will be made in the form of assertions rather than being supported by appropriate evidence and reasoning.

5-8 marks

Answers will demonstrate a basic knowledge and understanding. There may be some inaccuracy and or omission of key points, particularly at the lower end of the mark band. However, there will be evidence that the candidate has made a fair effort to answer the question as set. Answers justifying marks at the upper end of the mark band are likely to include references to appropriate studies and or thinkers. There will be some attempt at analysis and evaluation, though this may be unconvincing overall. Conclusions may lack balance and or coherence, particularly at the lower end of the mark band.

9-12 marks

Answers will demonstrate a reasonable knowledge and understanding. Relevant studies and thinkers will be referred to where appropriate and the candidate will have made a concerted effort to address each part of the question. The question will be interpreted accurately and appropriate material selected. The candidate will demonstrate some ability to analyse and evaluate the material and to reach a balanced and coherent conclusion. For this mark band, however, we should not expect detailed or sophisticated analysis and evaluation. Indeed, much of the evaluative content may be implicit rather than explicitly stated; for example, the appropriate juxtaposition of contrasting arguments and theories is a form of implicit evaluation.

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13-16 marks

Answers will demonstrate a high level of knowledge and understanding. There will be little, if any, inaccuracy and reference will be made to a wide range of relevant studies and thinkers. All aspects of the question will be addressed in reasonable detail. The analysis will be balanced, logical and incisive. There will be some explicit evaluation and conclusions will be clear and coherent. At the higher end of the mark band, we should expect to see evidence of originality and sophistication in the presentation of arguments, the treatment of theoretical perspectives, and the conclusions drawn. If all of these elements are present a mark of 16 should be awarded.

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1 (a) *Describe, with examples from the family, what is meant by life cycle.* (9)

Band 1 0-3

Candidates either offer weak examples of the life style with no definition, or a weak definition with no examples.

Band 2 4-6

At least one example is offered with some definition of the life cycle.

Band 3 7-9

At least two appropriate examples are offered as well as a comprehensive definition of the life cycle. Evaluation is not necessary to enter this mark band or to receive full marks.

(b) *Evaluate the extent to which the state may influence family life.* (16)

Band 1 0-4

Candidates may attempt to describe aspects of family life or describe the role of the state but there is no appropriate link between them.

Band 2 5-8

There will be a link made between the actions of the state and family life. Candidates may well offer concrete examples such as China and the one child policy. In this band there is unlikely to be much theoretical content.

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. There may be reference to such key thinkers as Althusser and the debate as to whether the family is part of Ideological State Control or not. Useful reference may be made to Feminist theorists and the links between the state and patriarchy. Evaluation in this mark band may be implicit.

Band 4 13-16

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

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2 (a) *Describe, with examples, how the status of children has changed in families over the last 100 years.* (9)

Band 1 0-3

Answers may limit themselves to describing who family members are and may make some reference to demography. There will either be weak examples or a weak description of the family but not both.

Band 2 4-6

Candidates begin to describe the way in which the status of the young has changed. There will be at least one appropriate example of the changed status, this can either be generalised or taken from any society.

Band 3 7-9

Candidates will offer both examples of how the status of the young has changed, this may be linked to the change in status of the elderly. Useful reference may also be made to the way in which these family changes are reflected in society. Reward those candidates who show that there may be societies in which these changes have not taken place or they have been limited. Evaluation is not necessary to enter this mark band or to receive full marks.

(b) *Evaluate the view that in modern industrial societies there is equality between all family members.* (16)

Band 1 0-4

Candidates will either agree or disagree with the proposition with little or no relevant evidence.

Band 2 5-8

Candidates will argue for or against the proposition and offer examples of how equality does or does not exist. This will be supported by some empirical data such as that of Willmott and Young or Oakley but if both sides of the argument are identified then one will be limited. In this band the debate is likely to be limited to husbands and wives.

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. Both sides of the argument will be identified and a range of key thinkers may be included that should go beyond the straightforward Willmott and Young/Oakley debate to place the candidate in the higher end of the band. Evaluation in this mark band may be implicit.

Band 4 13-16

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

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3 (a) *Describe, with examples, inequalities that may exist within schools.* (9)

Band 1 0-3

Candidates will either offer weak examples/descriptions of inequalities but not both.

Band 2 4-6

Candidates will offer at least one appropriate example of an inequality as well as a description but one element of the answer will be partial.

Band 3 7-9

Candidates will offer at least two appropriate examples of the inequalities that may exist within schools as well as a more general description. Evaluation is not necessary to enter this mark band or to receive full marks.

(b) *Evaluate the extent to which factors outside school influence educational achievement.* (16)

Band 1 0-4

Candidates in this mark band will make one or two references to real or supposed factors that influence achievements. Or they may describe the difficulties that they have had to face.

Band 2 5-8

Candidates offer an explanation supported by evidence to show how the factors outside school can impact on a pupil. There will be some inclusion of the empirical data that supports this. Conversely there may be a total rejection of the factors that affect achievements from outside the school in favour of concentrating on what goes on within schools.

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. Not only will candidates show that factors outside of school have an impact on educational performance, and may make use of key thinkers such as Rutter and Keddie, but they will also make reference to the studies that show the importance of what happens within schools. Reference could be made to such factors as the material ones or the work of such key thinkers as Prosser and Wedge and Douglas. Evaluation in this mark band may be implicit.

Band 4 13-16

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

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	SOCIOLOGY – JUNE 2004	9699	3

4 (a) *Describe, with examples, the nature of the hidden curriculum.* (9)

Band 1 0-3

Candidates will attempt to define or describe curricula with no reference to the 'hidden'.

Band 2 4-6

Both a description of the hidden curriculum will be offered as well as at least one example but one aspect of the answer will be weak or partial.

Band 3 7-9

The candidate who enters this mark band will offer at least two appropriate examples of the hidden curriculum as well as the way in which it operates. Evaluation is not necessary to enter this mark band or to receive full marks.

(b) *Evaluate the extent to which pupil attitudes may affect the outcome of their education.* (16)

Band 1 0-4

Candidates will offer descriptions of pupil attitudes without reference to educational outcomes or they will blame failure on 'bad' behaviour outside of a sociological context.

Band 2 5-8

Candidates will either refer to typologies such as that of Woods and show how teachers' reactions to this may affect their education or they may ignore that in favour of looking at how structures in society may affect educational outcomes.

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. They will look at a range of material that may affect outcomes such as labelling, class, gender, ethnicity etc. It is not essential to cover all of these aspects to enter this mark band or to gain at the top of the band but rather by the depth of theoretical and empirical evidence offered such as Hargreaves and Becker. Evaluation in this mark band may be implicit.

Band 4 13-16

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

Page 7	Mark Scheme	Syllabus	Paper
	SOCIOLOGY – JUNE 2004	9699	3

5 (a) *Describe the ways in which ethnicity may influence patterns of worship.* (9)

Band 1 0-3

Answers that attempt to describe the congregation or focus on Christian churches with no reference to ethnicity should be placed here.

Band 2 4-6

In this mark band candidates will describe at least two different religious observances that apply to different ethnic groups. This could be by reference to such groups as the Black Muslims of the USA.

Band 3 7-9

Candidates will not only outline different ways in which different ethnic groups may practise different religious observances but they will also include at least one theoretical reference such as marginality. Evaluation is not necessary to enter this mark band or to receive full marks.

(b) *Assess the extent to which religious practices are shaped by economic factors.* (16)

Band 1 0-4

In this band candidates will argue that all individuals are equal within their religious practice or conversely they will argue, without any support, that religion just oppresses individuals.

Band 2 5-8

In this band the candidates are most likely to offer (or totally reject) a classic Marxist view of religion as a means of oppression.

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. Not only will the candidates address the issue of the ways in which religion can cause inequality in which they will directly include class/wealth but also other aspects that may have influence such as gender/ethnicity. There will also be at least some inclusion of such issues as liberation theology and the ways in which individual's perceive their own religious observances (or vice versa). Reference to key thinkers such as Stark and Bainbridge would also be relevant. Evaluation in this mark band may be implicit.

Band 4 13-16

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

Page 8	Mark Scheme	Syllabus	Paper
	SOCIOLOGY – JUNE 2004	9699	3

6 (a) *Describe, with examples, the differences between sects, denominations and churches.* (9)

Band 1 0-3

In this mark band the candidate will offer weak descriptions of the different organisations with no appropriate reference as to what makes them different.

Band 2 4-6

Not only will the candidates show clearly that they understand the nature of the different organisations but they will also make the differences between at least two of them clear.

Band 3 7-9

In this mark band the candidate will show that they not only have a clear understanding of the nature of the organisations, but they will also outline clearly the differences between them all. Evaluation is not necessary to enter this mark band or to receive full marks.

(b) *Assess the extent to which religion continues to influence societies today.* (16)

Band 1 0-4

In this band the answer will argue that religion should continue to be a force in society and may even develop the view that problems that exist today are the result of lack of religious observance (or vice versa).

Band 2 5-8

Candidates may see this question as part of the secularisation debate and if they argue this alone then they should be placed here. Others may focus solely on empirical evidence from examples such as fundamentalism that show how religion continues to influence societies/give examples of where religious influences are weak (such as the Roman Catholics and the use of contraceptives).

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. Here candidates may compare contemporary/traditional societies to show the continuance or the lessening of the influence of religion. There may also be reference to secularisation and existing religious examples. Although it is not essential for all three elements to be there to enter this band depending on how well the arguments that are presented are put. Evaluation in this mark band may be implicit.

Band 4 13-16

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

Page 9	Mark Scheme	Syllabus	Paper
	SOCIOLOGY – JUNE 2004	9699	3

7 (a) *Describe, with examples, the way in which some behaviour is labelled as deviant.* (9)

Band 1 0-3

Candidates either offer weak definitions of social reaction or weak examples of the process but not both.

Band 2 4-6

Both elements of the question, the examples and the explanation, are attempted but one of them will be partial.

Band 3 7-9

At least two appropriate examples of the way in which society labels deviance as well as a clear explanation of the process will be present in answers in this mark band. Evaluation is not necessary to enter this mark band or to receive full marks.

(b) *'High levels of crime among some groups in society can be explained in terms of deviancy amplification.'* Evaluate this view. (16)

Band 1 0-4

Candidates who either accept or reject the proposition that it is responsible for levels of crime with no support, or those explain what the process is, should be placed here.

Band 2 5-8

Answers that show, with support, that deviancy amplification impacts on levels of crime should be placed here. If both views are offered but one is partial then place at the top of the range.

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. Both the view that deviancy amplification is responsible for levels of crime and the views that deviancy has other causes will be covered. Answers may make reference to key thinkers such as the Interactionists, Cohen and Pearce and others such as Merton, Taylor and others. Evaluation in this mark band may be implicit.

Band 4 13-16

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

Page 10	Mark Scheme	Syllabus	Paper
	SOCIOLOGY – JUNE 2004	9699	3

8 (a) *Describe, with examples, the differences between sociological and biological theories of deviance.* (9)

Band 1 0-3

Candidates who either offer weak examples or poorly describe one theory should be placed here.

Band 2 4-6

Candidates who offer at least one appropriate example as well as give a description of the differences should be placed here. One of these elements will be partial.

Band 3 7-9

Candidates who offer a clear explanation of the differences between sociological and biological theories and support their answer with at least two appropriate examples should be placed here. Evaluation is not necessary to enter this mark band or to receive full marks.

(b) *Evaluate the view that crime is a result of the activities of law enforcement agents.* (16)

Band 1 0-4

In this band answers may concentrate on descriptions of crime/the agents of social control but there will be no relevant links made between them.

Band 2 5-8

Candidates will either accept or reject the link and support their answer with appropriate theory and examples. If both are applied but one is weak, then place at the top of the mark band.

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. Candidates should cover both the theory that crime is affected by the agents of social control as well as other causes. The nature and reliability of crime statistics in understanding the 'real' nature of the levels of crime may well be included. Key thinkers such as Hall, Young and Cicourel can be usefully included. Evaluation in this mark band may be implicit.

Band 4 13-16

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

Page 11	Mark Scheme	Syllabus	Paper
	SOCIOLOGY – JUNE 2004	9699	3

9 (a) *Describe, with examples, the consequences of ageism in work.* (9)

Band 1 0-3

Answers that either offer weak examples of ageism in work or limited examples of how it can happen, should be placed here.

Band 2 4-6

In this mark band candidates will offer an example of ageism in work as well as an explanation of how the process works but one of them will be partial.

Band 3 7-9

In this mark band candidates will offer two appropriate examples of ageism in work as well as a clear explanation of the concept. Evaluation is not necessary to enter this mark band or to receive full marks.

(b) *Assess the consequences for employment of a global economy.* (16)

Band 1 0-4

Candidates show confusion as to the meaning of the global economy and may just outline the consequences of employment either for the individual/a specific society.

Band 2 5-8

In this band candidates will show that they have a clear understanding of the nature of the global economy. They may tend to either, take and support the view that the global economy will stimulate trade, or that multinational companies will use their power to reduce and relocate workforces. If both are covered but one is partial then they should be marked towards the top of the range.

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. In this mark band candidates will show that the global economy can have a range of consequences for individuals, societies and the global economy itself. Evaluation in this mark band may be implicit.

Band 4 13-16

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

Page 12	Mark Scheme	Syllabus	Paper
	SOCIOLOGY – JUNE 2004	9699	3

10 (a) *Describe, with examples, the meaning of professionalisation.* (9)

Band 1 0-3

Answers that either offer weak examples of professionalisation, or limited examples of how it works should be placed here.

Band 2 4-6

In this mark band candidates will offer examples of both professionalisation as well as an explanation of how the process works but one of them will be partial.

Band 3 7-9

In this mark band candidates will offer two appropriate examples of professionalisation in work as well as a clear explanation of the concept. Evaluation is not necessary to enter this mark band or to receive full marks,

(b) *Assess the usefulness of the concept of social closure in explaining the privileges enjoyed by professional groups.* (16)

Band 1 0-4

In this mark band candidates will limit their answers to descriptions of different types of work with no reference to the possibility that work types are limited to certain groups.

Band 2 5-8

Candidates will show that they have a clear understanding of what is meant by social closure. There may be reference to key thinkers such as Parker as well as the social pressures that create the differences between different types of work as well as the experience of work itself.

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. In this mark band not only will the candidates outline the different types of work but also the debate about the future of work in that it may be liberating or alienating depending on your social position. Use can be made of such key thinkers as Mumford and Sykes. Evaluation in this mark band may be implicit.

Band 4 13-16

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

Page 13	Mark Scheme	Syllabus	Paper
	SOCIOLOGY – JUNE 2004	9699	3

11 (a) *Describe how patterns of ownership of the mass media have changed in the last 100 years.* (9)

Band 1 0-3

In this band candidates will attempt to describe modern day patterns of ownership, they may include reference to conglomerates and other such trends but there will be no relevant reference to the changes that have taken place.

Band 2 4-6

Some reference to the changes from family owned firms to joint stock companies and media conglomerates. Some specific examples may be given but the descriptions will be partial.

Band 3 7-9

Detailed descriptions of changes will be outlined that are relevant to the period stated and at this level the continuing power of some individuals like Rupert Murdoch in the ownership of media empires will at least be noted. Evaluation is not necessary to enter this mark band or to receive full marks.

(b) *Evaluate pluralist theories of the role of the mass media in modern industrial societies.* (16)

Band 1 0-4

In this mark band the candidate may outline a weak pluralist view of the mass media but this will be uncritical. Conversely they may offer a weak rejection of the view.

Band 2 5-8

In this band the candidate will either offer a supported view of the pluralist theory or a supported rejection. If both sides are offered then one will be partial but the candidate should be placed towards the top of the range.

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. Candidates will offer a clearly understood view of pluralist theory supported by such key thinkers as Parsons and Wheeler but also a rejection that may include the work of key thinkers such as Golding and Murdoch. Evaluation in this mark band may be implicit.

Band 4 13-16

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

Page 14	Mark Scheme	Syllabus	Paper
	SOCIOLOGY – JUNE 2004	9699	3

12 (a) *Describe the ways in which different audiences may use the mass media.* (9)

Band 1 0-3

There will be one or two suggestions of the ways in which audiences use the media but these will not be placed in a theoretical context.

Band 2 4-6

In this band there will be direct reference to at least two audience groups and the specific uses these groups can make of the media.

Band 3 7-9

There will be a detailed explanation of several different audience groups and the uses that these groups make of the media or a detailed explanation of audience reactions. If both of these are done adequately, then award full marks. Evaluation is not necessary to enter this mark band or to receive full marks.

(b) *Evaluate the view that the mass media is a major source of ideological control in modern industrial societies.* (16)

Band 1 0-4

Answers that attempt to explain the nature of ideological control but make no appropriate reference to the mass media should be placed here. Also those answers that either reject or accept the proposition with no supporting evidence.

Band 2 5-8

In this mark band the candidate will either accept or reject the view but this will be supported either by theory or by empirical data. If both are mentioned but one is partial then the candidate should be placed at the top of the range.

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. In this mark band both the pluralist view of the mass media as a reflection of the ideology of the society in which it is located and the conflict or manipulative theories of such as Chibnall that see the media as a source of ideological control should be outlined. Reward those that argue that the control is there but that it is more subtle like Trenaman and McQuail. Evaluation in this mark band may be implicit.

Band 4 13-16

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