CAMBRIDGE INTERNATIONAL EXAMINATIONS
GCE Advanced Level

MARK SCHEME for the May/June 2013 series

9699 SOCIOLOGY

9699/31 Paper 3 (Social Change and Differentiation), maximum raw mark 75

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

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

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CAMBRIDGE
International Examinations

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

No attempt to define commune. (0)

Commune defined in a simplistic way such as sharing a house, a place to live. (1)

The meaning of commune is further expanded by showing wider understanding such as sharing a house where everyone lives together. (2)

An accurate definition of commune is given as when a group of people live together and share a household (or community) and all the members of that household share economic cooperation in the running of the house.
There is no requirement for this part of the answer to contain evaluation. (3)

(ii) Identify and briefly describe <u>two</u> features of a kibbutz. **[6]**

Up to three marks can be given for **each** feature such as collective living, shared economic activity, shared child rearing practices, sharing values or any other valid example.

No feature is offered. (0)

A feature identified such as a place to live. (1)

As above plus a limited description of the named feature such as living on a collective farm. (2)

A feature is identified and a description given shows accurate sociological understanding such as when a group of people live together (identification) on a collective farm, to be found in Israel that is usually based on farming but can be linked to industrial production where life is based on socialist principles (development).
There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)
(3 × 2)

(b) Evaluate the view that in modern industrial societies the impact of the state on family life has significantly increased. **[16]**

In this mark band candidates may wish to support or reject the proposition uncritically. One type of answer may argue that the state does have an influence on family life and quote examples of legislation that influences the behaviour of families. Other answers may argue that the state does not and that decisions made in families are up to the family members. Any use of sociological theory or evidence may be weak and may be inaccurate. (0–4)

In this band the candidate will either reject or offer a supported defence of the proposition but they are likely to focus on sociological theory or evidence but the answers may not do both.
Supported arguments may include direct examples of state interference such as in China or the influence of government policies such as in education and the impact they have on family life.
Arguments that the state does not influence family life may reflect the functions of the family and how these work to support family members without state interference.
Candidates who note that there is a debate but who do not develop this should receive a mark towards the top of the band. (5–8)

Answers will show a more thorough understanding of the question and be supported by a good range of material. There will be a detailed exploration of the arguments to both support and defend the proposition.
Support for the view that the state does impact on family life is likely to come from the results of social policy and the functionalist view that the state acts in the interests of society as a whole and social policy has built systems such as welfare and supports the family in its functions. Influence can be both positive and negative and this latter view is likely to be supported by the feminists who see the family as responsible for the oppression of women.
Arguments that family life continues to be autonomous are likely to come from the Marxists who see the interference of the state as the minimum to serve the needs of capitalism or the New Right who think that the state should interfere more to maintain the nuclear family and at the same time to interfere less in personal freedom and try to prevent other types of family developing such as single parent families.
Reward the use of key thinkers such as Fletcher, Zaretsky, Young and Willmott, Allan and Crow as well as many others.
Evaluation in this mark band may be limited. (9–12)

Knowledge will be applied with a high degree of accuracy, showing a careful analysis of the work referred to and an evaluation, which at its best, will be detailed, leading to a balanced conclusion. (13–16)

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

No attempt to define industrialisation. (0)

Industrialisation defined in a simplistic way such as having factories. (1)

The meaning of industrialisation is further expanded by showing wider understanding such as when goods are made in factories OR when people work in factories. (2)

An accurate definition of industrialisation is given as the change from an agricultural economy to one based on mechanisation in factories but this can be purely theoretical and does not have to contain examples. (3)

(ii) Identify and briefly describe <u>two</u> consequences of industrialisation for the family. **[6]**

Up to three marks can be given for **each** consequence such as having to move home, splitting up kinship networks, leaving some members isolated, the changing of status relationships between family members, changing conjugal roles, changing from a unit of consumption to a unit of production or any other valid consequence.

No consequence is offered. (0)

A consequence such as families move apart is identified but no detail is given. (1)

As above plus a limited description of the named consequence such as when some members of the family move away this splits families up. (2)

A consequence is identified and a description that shows accurate sociological understanding such as when some members of a family move to the town to find work (identification) others get left behind, this weakens contacts between family members (or weakens kinship) so they are not able to rely on their kin as much as they did before (development).
There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)
(3 × 2)

(b) 'In modern industrial societies the extended family has largely been replaced by the nuclear family.' Evaluate this claim. [16]

In this mark band candidates may wish to support or reject the proposition uncritically. One type of answer may argue that when families move to towns they become nuclear and quote as evidence how contact is lost, other types of answer may reject this quoting how contact is maintained. Any use of sociological theory or evidence will be weak and may be inaccurate. (0–4)

In this band the candidate will either reject or offer a supported defence of the proposition.
Support is likely to focus on functionalist views of how family structures are fragmented and this type of answer may be supported by such evidence as that of Goode and Parsons and the theory of fit.
Arguments for the continued existence of extended families are likely to come from historical detail as well as the existence of diversity.
Candidates who note that there is a debate but who do not develop this should receive a mark towards the top of the band. (5–8)

Answers will show a more thorough understanding of the question and be supported by a good range of material. There will be a more detailed exploration of the arguments for increased family diversity as well as the continuation of extended family structures albeit in different forms such as that of the modified extended family and the influences of migration. Evidence is likely to come from the New Right who sees nuclear families as 'natural' and Chester and the neo-conventional family. The life course of the family which sees the majority of people living in a nuclear family at some time and diversity such as the Rapoports and five types of diversity, reward the use of key thinkers such as Beck, Stacey, Weeks as well as the work of Young and Willmott.
Evaluation in this mark band may be limited. (9–12)

Knowledge will be applied with a high degree of accuracy, showing a careful analysis of the work referred to and an evaluation, which at its best, will be detailed, leading to a balanced conclusion. (13–16)

3 (a) (i) Define the term social inequality. [3]

No attempt to define social inequality. (0)

Social inequality in relation to education is defined in a simplistic way such as not being equal. (1)

The meaning social inequality is further expanded by showing wider understanding such as the way in which different groups of children have more or less material advantages in relation to others. (2)

An accurate definition of social inequality is given as the way in which pupils have different material and cultural advantages and disadvantages both before they begin school and in the educational experience they gain when they get to school but this can be purely theoretical and does not have to contain examples.
(Accept answers which do not refer specifically to education.) (3)

(ii) Identify and briefly describe <u>two</u> characteristics of students who have cultural capital. [6]

Up to three marks can be given for **each** advantage such as language codes, knowledge of dominant ideology, fit in with the teachers, parentocracy, deferred gratification, length of stay in education or any other relevant example.

No advantage is offered. (0)

An advantage such as having the right attitude to succeed is identified but no detail is given. (1)

As above plus a limited description of the named advantage such as middle class children have the 'right' attitude so they adopt deferred gratification and this helps them to get on in school. (2)

An advantage is identified and a description that shows accurate sociological understanding such as because the pupil has the middle class value of deferred gratification (identification) this helps the pupil to work hard in school with the intention of getting the best qualifications that they can so they can have a good job in the future (development).
There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)
(3 × 2)

(b) **'Success in education provides no guarantee that a person will achieve upward social mobility.' Evaluate this claim.** **[16]**

In this mark band candidates may wish to support or reject the proposition uncritically. Answers may assert that getting a good education is the way to gain social mobility or that social mobility is hard to get because of barriers that need to be overcome. Any use of sociological theory or evidence will be weak and may be inaccurate. (0–4)

In this band the candidate will either reject or offer a supported defence of the proposition but they are likely to focus on one but not both.
Support may come from functionalist views of such thinkers as Davis and Moore and Parsons who view education as meritocratic enabling those with ability to succeed.
Arguments against may come from the view that opportunities are limited and this can be theoretical such as Marxist views about social reproduction or from studies about the limited opportunities available to some groups.
Candidates who note that there is a debate but who do not develop this should receive a mark towards the top of the band. (5–8)

Answers show a more thorough understanding of the question and are supported by a good range of material. There will be a more detailed exploration of the arguments that education is a means of gaining social mobility and answers can look at a range of provision now available compared to the past as well as examples of individuals who have been socially mobile, statistics of social mobility and elite self-recruitment. Changes in employment structures which allow for increased mobility. Barriers to mobility should also be considered in this band both inside and outside of school and the difficulties that specific groups face such as girls and ethnic groups getting equal access in some societies and working class boys in others. Reward answers which consider if mobility is achieved and when it happens if it is long or short range. Reward the use of key thinkers such as Halsey, Scase, Bowles and Gintis, Giroux, Willis, Chubb and Moe, Troyna and Williams (speech hierarchy) and many others.
Evaluation in this mark band may be limited. (9–12)

Knowledge will be applied with a high degree of accuracy, showing a careful analysis of the work referred to and an evaluation, which at its best, will be detailed, leading to a balanced conclusion. (13–16)

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

No attempt to define hidden curriculum. (0)

Hidden curriculum is defined in a simplistic way such as the curriculum you cannot see. (1)

The meaning of hidden curriculum further expanded by showing wider understanding such as the things learnt at school which are not on the timetable. (2)

An accurate definition of hidden curriculum is given as all those things learnt without being formally taught and frequently acquired through the everyday activities of the school but this can be purely theoretical and does not have to contain examples. (3)

(ii) Identify and briefly describe <u>two</u> ways in which the hidden curriculum may influence the gender identity of girls. **[6]**

Up to three marks can be given for **each** way such as dress, subject choice, stereotypical labelling and attitudes of teachers/boys, images in textbooks or any other accurate advantage.

No influence is offered. (0)

An influence is identified such as the way girls dress but no detail is given. (1)

As above plus a limited description of the named influence such as when girls have to wear dresses they are expected to behave in a ladylike way. (2)

An influence is identified and a description that shows accurate sociological understanding such as when girls have a different uniform to boys (identification) it marks them out as different to boys and where dresses are required this is limiting on behaviour and reflects a different set of expectations (development).
There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)
(3 × 2)

(b) Evaluate the view that working class boys, by rejecting formal education, are making a realistic decision about their future. **[16]**

In this mark band candidates may wish to support or reject the proposition uncritically. Answers may assert that working class boys do this because they are lazy or that they know that they do not stand much chance of doing well. Any use of sociological theory or evidence will be weak and may be inaccurate. **(0–4)**

In this band the candidate will either reject or offer a supported defence of the proposition but they are likely to focus on one but not both.
Support may come from evidence whether based on theory such as Marxism or the results of studies such as Douglas that working class boys tend to be the ones that gain the lowest results in schools.
Arguments against may be supported by the view that systems are meritocratic and so boys who reject schooling are making short sighted decisions about their future and this may be supported by functionalist views about meritocracy.
Candidates who note that there is a debate but who do not develop this should receive a mark towards the top of the band. **(5–8)**

Answers show a more thorough understanding of the question and are supported by a good range of material. There will be a more detailed exploration of the arguments that surround attitudes to education and the factors that can influence who succeeds and who fails in education. Candidates may pick up on the reference to Willis and the penetrations of capitalism and reward those who do but this is not a necessary part of this mark band. Issues that can be discussed include masculinities, positional theory, ethos of schools, material circumstances, pupil reactions and which groups are successful in education.
An alternative answer may argue that boys who reject education are not making a realistic decision about the future as many are making decisions based on ignorance about their opportunities and examples of working class successes/social mobility may be included.
Reward the use of key thinkers such as Rosenthal and Jacobson, Douglas, Becker, Lacey, Hargreaves, Boaler, Francis, Jackson as well as many others.
Evaluation in this mark band may be limited. **(9–12)**

Knowledge will be applied with a high degree of accuracy, showing a careful analysis of the work referred to and an evaluation, which at its best, will be detailed, leading to a balanced conclusion. **(13–16)**

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

No attempt to define rationalisation. (0)

Rationalisation defined in a simplistic way such as being rational about religion/things. (1)

The meaning of rationalisation is further expanded by showing wider understanding such as when rational beliefs replace religious/superstitious beliefs. (2)

An accurate definition of rationalisation is given as the way in which rational ways of thinking and acting come to replace actions and beliefs based on religious ideologies but this can be purely theoretical and does not have to contain examples or reference to Weber. (3)

(ii) Identify and briefly describe <u>two</u> consequences of rationalisation for religious observance. **[6]**

Up to three marks can be given for **each** consequence such as change in observance i.e. Catholic to Protestant or similar, less belief in the devil, less strict observance, less focus on magic/transcendental/supernatural, more accommodation of scientific ideas, or any other accurate reason.

No consequence is offered. (0)

A consequence is identified such as when faith changes but no detail is given. (1)

As above plus a limited description of the named consequence such as when the protestant church took over from the Catholic one. (2)

A consequence is identified and a description that shows accurate sociological understanding such as when the Catholic church lost membership (identification) when rational ways of understanding the universe began to replace magical ones (development). There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)

(3 × 2)

(b) Evaluate the usefulness of Weber's understanding of the role of religion in society. **[16]**

In this mark band candidates may wish to argue that they are useful or not uncritically. Answers may assert that Weber's theories are good and explain everything or that they are only partial. Any use of sociological theory or evidence will be weak and may be inaccurate and may show limited understanding of the work of Weber. (0–4)

In this band the candidate will either give reasons for the usefulness or not of Weber's theories but they are likely to focus on one but not both.
Support may come from selecting some aspects of Weber's work for example in relation to the protestant ethic and commenting on how it contributed to sociological knowledge.
Arguments against may come from the view that other theories such as functionalism have made a more significant contribution. In this mark band there may be no or limited distinction made between role and knowledge.
Candidates who note that there is a debate but who do not develop this should receive a mark towards the top of the band. (5–8)

Answers show a more thorough understanding of the question and are supported by a good range of material. There will be a more detailed exploration of the value to sociology of the work of Weber and this should be placed in some sort of chronological context. The difference between role (what religion does for society) and nature (how religion can be observed) should be made and issues that can be considered include scholarship, nature of change, nature of meaning, civil rights in the USA, New Christian Right as well as other theories about religion.
Reward reference to other key thinkers such as Marx, Durkheim, Marshall, Bruce, Bloch, Maduro, Gramsci as well as many others.
Evaluation in this mark band may be limited. (9–12)

Knowledge will be applied with a high degree of accuracy, showing a careful analysis of the work referred to and an evaluation, which at its best, will be detailed, leading to a balanced conclusion. (13–16)

6 (a) (i) Define the term secularisation. **[3]**

No attempt to define secularisation. (0)

Secularisation is defined in a simplistic way such as the end of religion. (1)

The meaning of secularisation is further expanded by showing wider understanding such as when religion loses its power and/or influence in society. (2)

An accurate definition of secularisation is given as the practice by which religious beliefs, practices and institutions lose their importance or influence in society but this can be purely theoretical and does not have to contain examples. (3)

(ii) Identify and briefly describe <u>two</u> difficulties in measuring the extent of secularisation. **[6]**

Up to three marks can be given for **each** difficulty such as cannot measure religiosity, cannot be sure of individual motives for attendance (or not) at places of worship, cannot measure private religious observance, shortage of reliable evidence from the past that could be used for comparative purposes, problems in defining secularisation or any other valid difficulty.

No difficulty is offered. (0)

A difficulty such as you cannot measure how religious a person is. (1)

As above plus a limited description of the named difficulty such as it is hard to see how religious a person is by what they do as this does not let you see into their mind. (2)

A difficulty is identified and a description that shows accurate sociological understanding such as it is impossible to measure how religious a person is (identification) even when they attend services because you cannot measure motives and they may be there because they have been made to or to be seen rather than as a reflection of faith (development).
There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)
(3 × 2)

(b) Evaluate the view that globalisation has led to a weakening of religious belief. [16]

In this mark band candidates may wish to support or reject the proposition uncritically. Answers are likely to assert that with a global culture some religious groups now have a worldwide membership and this makes them powerful or that secularisation is a global movement and this has weakened the power of religious movements. Any use of sociological theory or evidence will be weak and may be inaccurate. There may be confusion of the meaning of globalisation in this band. (0–4)

In this band the candidate will either reject or offer a supported defence of the proposition but they are likely to focus on one but not both. There should be some understanding of the meaning of globalisation.
Support may come from movements which have become international and this has increased their power.
Arguments against may come from the view that they have weakened due to secularisation supported by statistics or the work of such as Wilson.
Candidates who note that there is a debate but who do not develop this should receive a mark towards the top of the band. (5–8)

Answers show a more thorough understanding of the question and are supported by a good range of material. In this band there should be clear understanding of globalisation as the growing interconnectedness of societies which has led to increased movement of ideas and beliefs across national boundaries. There will be a more detailed exploration of the arguments about the nature of globalisation and the way that media and social networking media bring ideas more rapidly to people. Issues that may be referred to can include westernisation, power of religious organisations, spread of groups such as Pentecostal, clash of civilisations, electronic church.
Reward reference to such key thinkers as Lehmann, Bauman, Giddens, Huntington, Jackson, Norris or any of the evidence of the weakening position of religious movements such as secularisation.
Evaluation in this mark band may be limited. (9–12)

Knowledge will be applied with a high degree of accuracy, showing a careful analysis of the work referred to and an evaluation, which at its best, will be detailed, leading to a balanced conclusion. (13–16)

7 (a) (i) Define the term informal social control. **[3]**

No attempt to define informal social control. (0)

Informal social control is defined in a simplistic way such as controlling people. (1)

The meaning of informal social control is further expanded by showing wider understanding such as the way in which family and friends make sure that its members do as they should. (2)

An accurate definition of informal social control as the unofficial means by which society tries to ensure that its members behave as others expect them by unofficial rewards and sanctions but this can be purely theoretical and does not have to contain examples. (3)

(ii) Identify and briefly describe two agencies of formal social control. **[6]**

Up to three marks can be given for **each** agency such as the legal system, police, army, education.
Accept family as a formal agency.

No agency offered. (0)

An agency such as the law is identified but no detail is given. (1)

As above plus a limited description of the named agency such as legal system which makes sure people obey the law. (2)

An agency is identified and a description that shows accurate sociological understanding such as the legal system (identification) which monitors the laws that are passed by governments and hold law breakers to account so the people obey the laws (development).
There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)
(3 × 2)

(b) 'The social position of the individual will determine the extent to which they are subject to social control.' Evaluate this claim. **[16]**

In this mark band candidates may wish to support or reject the proposition uncritically. Answers are likely to interpret the question as one of the actions of the police and either state that they are harder on some social groups as opposed to others or assert that they are fair in their dealings with the public. Any use of sociological theory or evidence will be weak and may be inaccurate. (0–4)

In this band the candidate will either reject or offer a supported defence of the proposition but they are likely to focus on one but not both.
Support may come from an interpretation of statistics that shows a connection between low social position and the crime rate or be supported by such empirical examples as that of the Saints and the Roughnecks.
Arguments against may come from the view that activities have little to do with social position but rather be related to criminal behaviour and support their answer with evidence.
Candidates who note that there is a debate but who do not develop this should receive a mark towards the top of the band. (5–8)

Answers show a more thorough understanding of the question and are supported by a good range of material. There will be a more detailed exploration of the arguments that relate to an analysis of the meaning of social control that can be by ideological or coercive means. Issues that may be included can be status frustration, labelling, typifications, secondary deviance, power to create justice, ideological functions of crime. These views can be supported by reference to issues of class, ethnicity and gender.
Reward reference to such key thinkers as Cohen, Piliavin and Briar, Cicourel, Triplett, Lemert, Gordon, Snider, Pearce as well as many others.
Evaluation in this mark band may be limited. (9–12)

Knowledge will be applied with a high degree of accuracy, showing a careful analysis of the work referred to and an evaluation, which at its best, will be detailed, leading to a balanced conclusion. (13–16)

8 (a) (i) Define the term utilitarian crime. **[3]**

No attempt to define utilitarian crime. (0)

Utilitarian crime defined in a simplistic way such as a crime where something is gained. (1)

The meaning of utilitarian crime is further expanded by showing wider understanding such as when the criminal gains advantage OR money from their crime. (2)

An accurate definition of utilitarian crime is given as the type of crime that when committed the perpetrator receives a direct benefit from it but this can be purely theoretical and does not have to contain examples. (3)

(ii) Identify and briefly describe <u>two</u> reasons why crime rates are high in inner city areas. **[6]**

Up to three marks can be given for **each** reason such as poorer people live there, more highly policed, more opportunities, or any reason connected to a specific theory such as Murray and the underclass in inner city areas.

No reason is offered. (0)

A reason is identified such as that is where the poor live is given. (1)

As above plus a limited description of the named reason such as it is where you find the underclass and they commit more crimes than others. (2)

A reason is identified and a description that shows accurate sociological understanding such as Murray's theory that an underclass exists (identification) who are to be found in poor areas such as the inner city and they have not been adequately socialised into the mainstream culture and look for other means of survival such as crime and this is perpetuated through the generations (development). There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)

(3 × 2)

(b) Evaluate the view that crime is primarily the result of individuals having limited means for achieving society's goals. **[16]**

In this mark band candidates may wish to support or reject the proposition uncritically. Answers are likely to assert that crime is the result of individuals breaking the law and wanting to gain possessions quickly without working for them. Other answers may argue that another factor such as peer group is what is important. Any use of sociological theory or evidence will be weak and may be inaccurate. (0–4)

In this band the candidate will either reject or offer a supported defence of the proposition but they are likely to focus on one but not both.
Support may come from the functionalist view that lack of legitimate means of achieving the goals of society will lead groups to try illegitimate means which include crime.
Arguments against may come from the view that there are other reasons such as structural that cause crime and if so this may be supported by Marxist theory.
Candidates who note that there is a debate but who do not develop this should receive a mark towards the top of the band. Reward those who pick up the reference to Merton in the question but this is not a necessary part of this mark band. (5–8)

Answers show a more thorough understanding of the question and are supported by a good range of material. There will be a more detailed exploration of the arguments that relate to strain theory and adaptations to it, the social position of those at the bottom, value of official statistics, sub-cultural theories, labelling, Marxist theory and selective enforcement amongst others.
Reward reference to such key thinkers as Cohen, Cloward and Ohlin, Messner and Rosenfeld, Cicourel, Young, Gordon, Chambliss (analysis of British law into the East Indies), Reiman as well as many others.
Evaluation in this mark band may be limited. (9–12)

Knowledge will be applied with a high degree of accuracy, showing a careful analysis of the work referred to and an evaluation, which at its best, will be detailed, leading to a balanced conclusion. (13–16)

9 (a) (i) Define the term self-estrangement. **[3]**

No attempt to define self-estrangement. (0)

Self-estrangement defined in a simplistic way such as being cut off from others. (1)

The meaning of self-estrangement is further expanded by showing wider understanding such as when an individual lacks satisfaction from their work. (2)

An accurate definition of self-estrangement is given as when an individual lacks involvement with their work and become isolated from themselves, but this can be purely theoretical and does not have to contain examples. (3)

(ii) Identify and briefly describe <u>two</u> causes of alienation. **[6]**

Up to three marks can be given for **each** cause such as lack of fulfilment in work, lack of satisfaction with work, estranged from themself, isolated from fellow workers or any other accurate example.

No cause is offered. (0)

A cause such as finding work boring is identified but no detail is given. (1)

As above plus a limited description of the named cause such as because work is unsatisfying it makes the process one of drudgery and people are unhappy. (2)

A cause is identified and a description that shows accurate sociological understanding such as because of alienation workers do not get satisfaction from their work (identification) as they are unable to be creative and this means that they are unable to fulfil one of the basic needs of human nature (development).
There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)

(3 × 2)

(b) Evaluate the view that ethnic minorities no longer face discrimination in the workplace. **[16]**

In this mark band candidates may wish to support or reject the proposition uncritically. Answers are likely to assert that it is true because racism has been stopped or it is not true because racism is still to be found in the workplace. Any use of sociological theory or evidence will be weak and may be inaccurate. (0–4)

In this band the candidate will either reject or offer a supported defence of the proposition but they are likely to focus on one but not both.
Support may come from legal changes that have been made and the improved position of some ethnic groups in employment in some societies.
Arguments against may come from the view that racism is still a fact and ethnic minorities find it harder to find work and when they do face more problems in it.
Candidates who note that there is a debate but who do not develop this should receive a mark towards the top of the band. (5–8)

Answers show a more thorough understanding of the question and are supported by a good range of material. There will be a more detailed exploration of the arguments around such issues as racism, the underclass, statistics showing higher/lower rates of unemployment for some groups, harder to find employment and get promotion, dual labour market, primary and secondary labour market, some groups more successful (progress being made the most for Caribbean women compared to other groups in the UK). Reward reference to such key thinkers such as Brown and Gay, Madood, Murray, Morris, Wilson, Giddens, Rex and Tomlinson, Castles and Kosack, Pilkington, Mirza as well as many others. Evaluation in this mark band may be limited. (9–12)

Knowledge will be applied with a high degree of accuracy, showing a careful analysis of the work referred to and an evaluation, which at its best, will be detailed, leading to a balanced conclusion. (13–16)

10 (a) (i) Define the term commercialisation of leisure. **[3]**

No attempt to define commercialisation of leisure. (0)

Commercialisation of leisure defined in a simplistic way such as when leisure is bought OR sold. (1)

The meaning of commercialisation of leisure expanded by showing wider understanding such as the way big companies dominate the leisure industry. (2)

An accurate definition of commercialisation of leisure is given as the way in which a few large companies dominate the leisure industry to create big business but this can be purely theoretical and does not have to contain examples. (3)

(ii) Identify and briefly describe <u>two</u> ways in which work may influence leisure patterns. **[6]**

Up to three marks can be given for **each** way such as economic factors, manual or non-manual work, work socialisation, more/less leisure or any other accurate way.

No way is offered. (0)

A way is identified such as when you play golf after work. (1)

As above plus a limited description of the named way such as when people socialise with the people they work with. (2)

A way is identified and a description that shows accurate sociological understanding such as when people have certain types of professional or managerial work they socialise with colleagues and clients (identification), this blurs the difference between work and leisure and frequently involves people in activities such as golf (development).
There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)
(3 × 2)

(b) Evaluate post-modernist contributions to understanding the nature of leisure. **[16]**

In this mark band candidates may wish to argue that post-modern views are useful because they are new or that they are not because they are confusing. Any use of sociological theory or evidence will be weak and may be inaccurate. In this mark band use of post-modernism may be confused. (0–4)

In this band the candidate will either give a supported answer outlining some strength of post-modernism or a limitation. Other answers may support why other theories are more useful but such answers may be one sided. In this mark band there may be some understanding of post-modernism.
Support may come from the post-modern view that the boundaries between work and leisure are blurring and more people are working in the leisure industry.
Arguments against may come from the view that another theory about leisure such as that of Parker and that this is a more realistic account of the relationship. Candidates who note that there is a debate but who do not develop this should receive a mark towards the top of the band. (5–8)

Answers show a more thorough understanding of the question and are supported by a good range of material. There will be a more detailed exploration of the arguments and postmodernist views which should be clearly understood as a rejection of the idea that we can have a true knowledge of society. Issues that may be covered include decentred, less authentic more virtual experiences, family lifestyle, national culture, capitalism and leisure, commercialisation of leisure, regulation of public space.
Reward reference to such key thinkers as Rojeck, the Rapoports, Roberts, Clarke and Critcher, Scraton, Bramham as well as many others.
Evaluation in this mark band may be limited. (9–12)

Knowledge will be applied with a high degree of accuracy, showing a careful analysis of the work referred to and an evaluation, which at its best, will be detailed, leading to a balanced conclusion. (13–16)

11 (a) (i) Define the term ideological state apparatus. [3]

No attempt to define ideological state apparatus. (0)

Ideological state apparatus is defined in a simplistic way such as ideas which come from the government. (1)

The meaning of ideological state apparatus is further expanded by showing wider understanding such as the way ideological state apparatus put ideas into people's heads about how to behave. (2)

An accurate definition of ideological state apparatus is given as those institutions that control the thoughts of the population and the power they have through agenda setting and gate keeping to influence the beliefs, values and behaviours of their audience/members. This can be purely theoretical and does not have to contain examples. (3)

(ii) Identify and briefly describe two ways in which the media may shape political ideas. [6]

Up to three marks can be given for **each** example such as bandwagon effect, influence of opinion polls, reinforcing values, party political broadcasts, selective reporting by journalists (editor/owners), media sensationalism, informing politicians about public opinion, spin doctors, or specific examples from any society such as the influence of Rupert Murdoch and The Sun.

No example offered. (0)

An example such as opinion polls. (1)

As above plus a limited description of the named example such as opinion polls which influence people to follow them. (2)

An example is identified and a description that shows accurate sociological understanding such as opinion polls (identification) which show voters what the supposed popular and unpopular parties are so that some individuals may be encouraged to follow certain parties (development).
There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)
(3 × 2)

(b) Evaluate the view that in modern industrial societies the state has little control over the media. **[16]**

In this mark band candidates may wish to support or reject the proposition uncritically. Answers are likely to assert that this is true because there is no censorship or not true because the rich stop things they do not want published. Any use of sociological theory or evidence will be weak and may be inaccurate. (0–4)

In this band the candidate will either reject or offer a supported defence of the proposition but they are likely to focus on one but not both.
Support may come from the pluralist view that the media is independent of the state and may give examples of when the media has exposed the state as in the Watergate affair.
Arguments against may come from the view that the state controls the media through links with owners supported by the Marxists.
Candidates who note that there is a debate but who do not develop this should receive a mark towards the top of the band. (5–8)

Answers show a more thorough understanding of the question and are supported by a good range of material. There will be a more detailed exploration of the arguments such as ISA, embedded journalists, ruling ideology in adverts, concentration of ownership and links to the state, censorship, logic of capitalism. Some answers may note that not all MIS are the same and levels of overt state control do vary and these may be supported by examples.
Reward reference to key thinkers such as GUMG, Jones, Blumler and Gurevitch, Bagdikian, as well as many others.
Evaluation in this mark band may be limited. (9–12)

Knowledge will be applied with a high degree of accuracy, showing a careful analysis of the work referred to and an evaluation, which at its best, will be detailed, leading to a balanced conclusion. (13–16)

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

No attempt to define catharsis. (0)

Catharsis defined in a simplistic way such as feeling better. (1)

The meaning of catharsis further expanded by showing wider understanding of the way in which viewing images can remove those feelings from the watcher. (2)

An accurate definition of catharsis as the way in which viewing images can have the effect of purging disturbing or disruptive feelings from the individual is given but this can be purely theoretical and does not have to contain examples. (3)

(ii) Identify and briefly describe <u>two</u> problems in measuring the impact of the media on audiences. [6]

Up to three marks can be given for **each** problem such as isolating factors from reality, other influences on individuals, difficulty in accurate measurement or any specific reference to any theory.

No problem is offered. (0)

A problem such as measuring the effect of the hypodermic syringe model is identified but no detail is given. (1)

As above plus a limited description of the named problem such as the hypodermic syringe model suggests that everyone should react in the same way but they do not. (2)

A problem is identified and a description that shows accurate sociological understanding such as not all listeners or viewers react in the same way (identification) but the hypodermic syringe model suggests that the media has a direct effect on viewers and listeners so there is a problem in knowing if this is so as not everyone who watches a programme reacts in the same way (development).
There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)
(3 × 2)

(b) Evaluate sociological explanations of how audiences receive media messages. **[16]**

In this mark band candidates outline one or more ways in which audiences may receive messages uncritically. Answers are likely focus on the way individuals may react rather than the way the message is received. Answers which outline the way in which messages are delivered, i.e. via radio or the internet, should be placed in this band. Any use of sociological theory or evidence will be weak and may be inaccurate. (0–4)

In this band the candidate should outline, at least in brief, two theories about the effects that the media may have on audiences. These can be hypodermic syringe model, two step flow model, cultural effects studies, pluralist or post-modernist studies.
Candidates who note that there is a debate about which theories are the strongest or supported by the most evidence but who do not develop this should receive a mark towards the top of the band. In this band there may be some confusion between the way that messages are received and the affect they may have. (5–8)

Answers show a more thorough understanding of the question and are supported by a good range of material. There will be a more detailed exploration of the theories and a greater range will be covered. There will be no confusion between audience reception and influences on behaviour. Reward reference to key thinkers such as Marcuse, Bandura, Ross and Ross, Noble, Eysenck and Nias, Katz and Lazarsfeld, Hobson, McQuail, Lull, Halloran, Morley and Baudrillard as well as many others.
Evaluation in this mark band may be limited. (9–12)

Knowledge will be applied with a high degree of accuracy, showing a careful analysis of the work referred to and an evaluation, which at its best, will be detailed, leading to a balanced conclusion. (13–16)