

CAMBRIDGE INTERNATIONAL EXAMINATIONS

General Certificate of Education Advanced Subsidiary and Advanced Level

MARK SCHEME FOR the June 2002 question papers

9699 SOCIOLOGY

9699/1	Paper 1 (Essay 1), maximum raw mark 50
9699/2	Paper 2 (Data Response), maximum raw mark 50
9699/3	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 discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the June 2002 question papers for most IGCSE and GCE Advanced (A) and Advanced Subsidiary (AS) Level syllabuses.



JUNE 2001

GCE ADVANCED SUBSIDIARY AND ADVANCED LEVEL

MARK SCHEME

MAXIMUM MARK : 90

SYLLABUS/COMPONENT : 9699/1

SOCIOLOGY



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Mark Scheme Summer 2002

Section A

1. "Social order may be the product of consensus or coercion, depending on which sociological perspective is adopted." Explain and discuss.
 - 0-6 At this level we may expect a few vague statements about the nature of social order. There will be little or no attempt to relate the material to particular sociological perspectives or even to the concepts of consensus and coercion explicitly.
 - 7-12 There will be a basic recognition of the differences between the functionalist and Marxist perspectives on social order, though the links may be implicit rather than explicit at the lower end of the band. The concepts of consensus and coercion will be used with some accuracy. Answers may lack detail and/or be confined to a largely descriptive response.
 - 13-18 The contrast between the functionalist and Marxist perspectives will be explored in explicit detail; for example, by explaining the processes through which social order is produced, according to the respective theoretical perspectives. At the upper end of the band, answers will begin to *discuss* issues raised by the question. This may involve, for example, assessing the strengths and/or limitations of one or both perspectives. Alternatively, or additionally, other perspectives on social order may be discussed by way of contrast with the functionalist and Marxist theories. The discussion will lack depth/sophistication at this level.
 - 19-25 The question statement will be explained fully and accurately. A clear and thorough understanding of the concepts of consensus and coercion will be demonstrated. There will be a sustained and well-informed discussion of some of the issues raised by the question. Clear, well-supported conclusions will be drawn.

2. How far, and in what ways, is human behaviour influenced by socialisation?
 - 0-6 A few limited statements about the nature of socialisation are what we may expect at this level. Claims that socialisation is an important influence on human behaviour will be made through assertion rather than reasoned argument and reference to recognisable sociological sources.
 - 7-12 Answers here are likely to be descriptive and/or partial in coverage of the question. For example, the response may be confined to an account of the ways that socialisation may influence human behaviour. At the most basic level this may involve no more than a description of the different stages or agencies of socialisation e.g. primary and secondary; home, school, work, media, etc. A more developed answer might consider the mechanisms or processes involved in socialisation; for example, through reference to interactionist theories. At this level there will probably be little or no attempt to assess how far human behaviour is influenced by socialisation.
 - 13-18 Both parts of the question will be addressed, though not necessarily with equal emphasis. There will be a clear and accurate understanding of the concept of

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socialisation and the ways that it may influence human behaviour. There will be some attempt to assess the extent of the influence, though this will lack detail and sophistication.

- 19-25 A sustained and well-informed account of the ways that socialisation influences human behaviour will be combined with an incisive and developed assessment of the extent of that influence. The assessment may be focused on aspects of the nature versus nurture debate. Alternatively, or additionally, particular theoretical perspectives may be critically reviewed; for example, the limitations of functionalist views of socialisation might be explored, perhaps by contrast with the more refined interactionist accounts. Similarly, candidates may explore the similarities and contrasts between functionalist and Marxist accounts.

Section B

3. Describe and assess the factors that might influence the sociologist's choice of research method.
- 0-6 A few relevant factors may be identified, with little or no development. The emphasis is likely to be on practical considerations such as time, money, availability of research sample, etc.
- 7-12 Several factors will be described with reasonable accuracy and detail. Appropriate links may be made with particular research methods, especially at the upper end of the band. There will be little or no attempt to address the second part of the question at this level.
- 13-18 Both parts of the question will be addressed at this level, though not necessarily with equal emphasis. Both practical and theoretical factors will be considered. The assessment will involve some attempt to evaluate the relative importance of the factors discussed in explaining the sociologist's choice of research method.
- 19-25 Both parts of the question will be addressed in reasonable detail. A good range of relevant factors will be considered. The assessment will be well-informed and sustained, particularly at the upper end of the band. This is likely to include recognition that theoretical perspective usually plays a key part in influencing choice of research method.
4. Assess the strengths **and** limitations of official statistics as a source of sociological evidence.
- 0-6 Answers will demonstrate very basic awareness of the use of official statistics as a source of sociological evidence. There will be little or no attempt to address the strengths and limitations.
- 7-12 Some strengths and/or limitations will be described with reasonable accuracy. Answers may focus on one example of official statistics – e.g. crime statistics – or cover a range of examples. There will be little or no assessment of the strengths/limitations.
- 13-18 Answers will address both the strengths and the limitations, though not necessarily with equal emphasis. There will be a rudimentary attempt to assess the strengths/limitations, perhaps through offering a balanced conclusion

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and/or by considering the question from the point of view of different theoretical perspectives.

19-25 As for the previous mark band, with the addition that the assessment will be developed and better informed. For example, answers might explore a range of factors that may influence judgements about the strengths/limitations of official statistics. Such factors may include, for example, theoretical perspective, aims of research, type of statistics used, the way the statistics are applied, and the availability of alternative sources.

Section C

5. Assess the arguments for **and** against the proposition that class divisions are disappearing in modern industrial societies.

0-6 At this level expect a few vague statements about the nature of class divisions and/or theorists who have written about class. At the upper end of the band there will be some focus on the proposition that class divisions are disappearing, but with very little development.

7-12 There will be a basic attempt to put in context the proposition that class divisions are disappearing, possibly through referring to ideas from the 1950s such as *embourgeoisement*, the decomposition of capital and labour (Dahrendorf) and the managerial revolution. Some basic assessment of these ideas may be offered as a feature of answers higher in the band. For example, references to the *Affluent Worker* study and/or the concept of proletarianisation may feature. Answers that are based on well-informed general discussion of class divisions, with little or no reference to recognised sociological sources, may get into this band though at the lower end only.

13-18 The proposition that class divisions are disappearing will be explained with reasonable clarity and detail. Arguments for and against the proposition will be considered, though not necessarily with equal emphasis. Some appropriate assessment will be offered in answers that merit the top of the band, though this will lack sophistication.

13-19 Answers will offer an incisive and detailed explanation of why it may be thought that class divisions are disappearing. This may include references to more recent contributions to the debate such as those within the postmodernist perspective. The assessment will be sustained and well informed, covering both the arguments for and against the proposition.

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

0-6 A few general points about inequality and minority ethnic groups, probably based on assertion and with little or no sociological underpinning.

7-12 The links between racism and social inequality will be explored at a basic level. Better answers within this band will also consider, albeit briefly, other factors that may help to explain the inequality experienced by many minority ethnic groups e.g. structural constraints within the class system; labour market dynamics; cultural and historical influences; education and training; etc. An

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accurate understanding of the term 'racism' will be demonstrated higher in the band.

- 13-18 Answers will be characterised by a developed account of the links between racism and social inequality and/or a sustained discussion of other factors that may explain the inequality experienced by many ethnic minority groups. Higher in the band there may be evidence of theoretical understanding through, for example, references to appropriate perspectives e.g. functionalist, Marxist, postmodernism, etc.
- 19-25 A clear and sustained assessment of factors that may help to explain the social inequality experienced by many ethnic minority groups, with the concept of racism figuring prominently in the discussion. Sophistication may be demonstrated at the upper end of the band through, for example, incisive use of relevant theoretical perspectives and/or references to the experiences of different minority ethnic groups e.g. Afro-Caribbean and Asian in the British context.