

MARK SCHEME for the October/November 2008 question paper

9699 SOCIOLOGY

9699/03

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.

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 October/November 2008 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



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Part (a)

- (i) 0 no relevant definition
1 weak attempt with little sociological reference
2 accurate but limited definition
3 accurate sociological definition
- (ii) up to 3 marks available for each example **either**
0 no relevant example offered
1 an example identified
2 an example identified and a limited description offered
3 an example identified and described accurately
or 1 mark for each clearly identified example, maximum of 2 available and 1–4 marks available for answers that may offer one description but which accurately describes both examples.

Part (b)

0–4 marks.

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

5–8 marks.

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

9–12 marks.

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

13–16 marks.

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

Page 3	Mark Scheme	Syllabus	Paper
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1 (a) (i) Define the term *patriarchy*. [3]

- 0 no attempt to define patriarchy
- 1 patriarchy explained in a simplistic way such as ‘to do with men’
- 2 the meaning of patriarchy further expanded by showing wider understanding but this may not be linked to the family
- 3 an accurate sociological definition of patriarchy linked to the family but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe *two* examples of patriarchal family structures. [6]

Up to 3 marks to be awarded for each example such as traditional or a specific example from a society.

- 0 no example offered
- 1 an example of patriarchy linked to the family is identified but no detail is offered
- 2 as above plus a limited description of patriarchy
- 3 an example of patriarchy is identified plus a description that shows accurate sociological understanding linked to the family

There is no requirement for this answer to contain evaluation.

(b) Evaluate the claim that families in modern industrial societies are increasingly democratic. [16]

Band 1 0–4

In this mark band candidates may wish to either uncritically support or reject the proposition. They may well write about families in general and not relate their material to modern industrial societies.

Band 2 5–8

In this band candidates may either argue that families are more democratic or that they have not become any more so than they were in the past. Key thinkers such as Wilmott and Young and their symmetrical family may well feature as evidence for the proposition whereas Ann Oakley may feature in answers that argue there has been little or no change. Answers that note that there may be a debate but that do not develop the arguments mark 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. Both the evidence for change and that against will be offered and some candidates may take the debate beyond that of the conjugal pair. Reward all aspects that are covered. Candidates may want to compare modern with traditional societies and make historical comparisons. All this is to be rewarded as long as they display clear understanding of the nature of family diversity in modern industrial societies. The work of such key thinkers as Thorne, Allan and Crow and the Rapoports may be 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 4	Mark Scheme	Syllabus	Paper
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2 (a) (i) Define the term *cohabitation*. [3]

- 0 no attempt to define cohabitation
- 1 cohabitation explained in a simplistic way such as 'living in sin'
- 2 the meaning of cohabitation further expanded by showing wider understanding but this may not be linked to sociological knowledge
- 3 an accurate sociological definition of cohabitation will be given but this may be purely theoretical and does not have to contain examples. These examples must be clearly different either by place or by time

(ii) Identify and briefly describe *two* examples of socially approved living arrangements between adults, other than cohabitation. [6]

Up to 3 marks to be awarded for each example such as marriage or concubinage.

- 0 no example offered
- 1 an example identified but no detail is offered
- 2 as above plus a limited description of the arrangement
- 3 an example is identified plus a description that shows accurate sociological understanding

There is no requirement for this answer to contain evaluation.

(b) Evaluate the claim that industrialisation has resulted in the formation of nuclear family structures. [16]

Band 1 0–4

In this mark band candidates may wish to either uncritically support or reject the proposition. Candidates may include descriptions of how towns/industry develop or develop tangential arguments about loss of function.

Band 2 5–8

In this mark band the candidate is most likely to either support or reject the proposition but to include evidence. Most likely the functionalist view of the march of progress and the fit between industrial societies that developed towns and nuclear families. In this band there may be some confusion between urbanisation and industrialisation. Answers that note that there may be a debate but that do not develop the arguments mark 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. Not only will the functionalist view be supported with evidence but there will be an exploration of the diversity of family types that existed both pre industrialisation and in modern urban societies. The work of such key thinkers as Pahl can usefully be referred to as well as studies of the effects of industrialisation, but in this band the candidate should at least note the difference between the two. 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) (i) Define the term *meritocracy*. [3]

- 0 no attempt to define meritocracy
- 1 meritocracy explained in a simplistic way such as ‘getting merits’
- 2 the meaning of meritocracy further expanded by showing wider understanding but this may not be linked to sociological knowledge or education
- 3 an accurate sociological definition of meritocracy but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe *two* examples of meritocratic education systems. [6]

Up to 3 marks to be awarded for each example that relates to education; 0 no example offered.

- 1 an example of meritocracy is identified but no detail is offered
- 2 as above plus a limited description of meritocracy
- 3 an example of meritocracy is identified plus a description that shows accurate sociological understanding

There is no requirement for this answer to contain evaluation.

(b) Evaluate the claim that education is the key to social advancement. [16]

Band 1 0–4

In this mark band candidates may wish to either uncritically support or reject the proposition. Other answers may list the supposed advantages of receiving education.

Band 2 5–8

A most likely response will be one that will offer a functionalist support for the contention and will most probably offer the work of such key thinkers as Davies and Moore to support this. Others may develop a one sided Marxist critique of the contention. Answers that note that there may be a debate but that do not develop the arguments mark 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. In this band there will be a well developed debate that will address all areas of the question such as class, gender and ethnicity and may well consider how likely education is to gain social advancement. 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 6	Mark Scheme	Syllabus	Paper
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4 (a) (i) Define the term *hidden curriculum*. [3]

- 0 no attempt to define hidden curriculum
- 1 hidden curriculum explained in a simplistic way such as ‘what the pupils do in school’
- 2 the meaning of hidden curriculum further expanded by showing wider understanding but this may not be linked to sociological knowledge
- 3 an accurate sociological definition of the hidden curriculum but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe *two* examples of the way in which the hidden curriculum operates. [6]

Up to 3 marks to be awarded for each example such as gender or ethnic labelling, teaching the importance of skills such as punctuality.

- 0 no example offered
- 1 an example of hidden curriculum is identified but no detail is offered
- 2 as above plus a limited description of how the hidden curriculum operates
- 3 an example of hidden curriculum is identified plus a description that shows accurate sociological understanding

There is no requirement for this answer to contain evaluation.

(b) Evaluate the claim that those who control the curriculum determine who will achieve educational success. [16]

Band 1 0–4

In this mark band candidates may wish to either uncritically support or reject the proposition. Other answers may argue that it is the effort put in by the pupil that determines levels of success.

Band 2 5–8

In this band answers are most likely to focus on in school or out of school factors that determine levels of success. Answers that note that the organisation of the curriculum has an impact but do not develop the arguments mark 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. There will be a discussion of the factors that determine who achieves educational success and this will include at least an undeveloped reference to the social construction of knowledge and may usefully refer to the work of Young. 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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5 (a) (i) Define the term *disengagement* in relation to religion. [3]

- 0 no attempt to define disengagement
- 1 disengagement explained in a simplistic way such as ‘being apart’
- 2 the meaning of disengagement further expanded by showing wider understanding but this may not be linked to sociological knowledge
- 3 an accurate sociological definition of disengagement but this may be purely theoretical and does not have to contain examples linked to religion

(ii) Identify and briefly describe two examples of religious disengagement. [6]

Up to 3 marks to be awarded for each example such as the decline of power, wealth, influence, prestige of religious organisations.

- 0 no example offered
- 1 an example of disengagement is identified but no detail is offered
- 2 as above plus a limited description of disengagement
- 3 an example of disengagement is identified plus a description that shows accurate sociological understanding

There is no requirement for this answer to contain evaluation.

(b) Evaluate the claim that religious organisations attract and recruit the less powerful. [16]

Band 1 0–4

In this mark band candidates may wish to either uncritically support or reject the proposition. Others may develop the argument that it is those who have true understanding that develop religious affiliations and join organisations regardless of status.

Band 2 5–8

Answers in this mark band may attempt either through theory or by empirical reference to describe the type of groups or individuals who attend religious services. Answers that give examples of both powerful and less powerful groups but that do not develop the arguments mark 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. Not only will religious organisations be taken as religious observance but also who have the power to run or control these organisations. Some candidates may make useful reference to liberation theology and the way the less powerful can utilise their religious membership as well as key thinkers such as Bruce, Heelas and Drane. 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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6 (a) (i) Define the term *church*. [3]

- 0 no attempt to define church
- 1 church explained in a simplistic way such as ‘a place where you pray’
- 2 the meaning of church further expanded by showing wider understanding but this may not be linked to sociological knowledge
- 3 an accurate sociological definition of church is given but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe *two* examples of religious organisations, other than church. [6]

Up to 3 marks to be awarded for each example such as NMRs, sects, denominations.

- 0 no example offered
- 1 an example other than a church is identified but no detail is offered
- 2 as above plus a limited description of the organisation being described
- 3 an example of church is identified plus a description that shows accurate sociological understanding

There is no requirement for this answer to contain evaluation.

(b) Evaluate the claim that secularisation is occurring in modern industrial societies. [16]

Band 1 0–4

In this mark band candidates may wish to either uncritically support or reject the proposition. Other answers may express the view that only if society follows religion ‘properly’ will the evils of the world be overcome.

Band 2 5–8

In this band there will either be a supported answer that secularisation is occurring or that it is not. Key thinkers such as the classical theorists may be used and data such as church attendance may be used to support answers. Answers that note that there may be a debate but that do not develop the arguments mark 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. There will be a wide coverage of the evidence both for and against secularisation and the work of contemporary theorists such as Bruce and Turner may be used and answers should not be solely dependant on one of the classical theorists. Some candidates may usefully attempt to unpick the concept of secularisation. 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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7 (a) (i) Define the term *stigma*. [3]

- 0 no attempt to define stigma
- 1 stigma explained in a simplistic way such as 'a name'
- 2 the meaning of stigma further expanded by showing wider understanding but this may not be linked to sociological knowledge
- 3 an accurate sociological definition of stigma will be given but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe *two* examples of the way in which a stigmatisation may influence levels of crime and deviance. [6]

Up to 3 marks to be awarded for each example.

- 0 no example offered
 - 1 an example of a stigma is identified but no detail is offered
 - 2 as above plus a limited description of stigma
 - 3 an example of stigma is identified plus a description that shows accurate sociological understanding of the way in which crime and deviance may be affected
- There is no requirement for this answer to contain evaluation.

(b) Evaluate the claim that crime is the result of labelling by powerful groups. [16]

Band 1 0–4

In this mark band candidates may wish to either uncritically support or reject the proposition. Others may argue that crime is the result of individual behaviour.

Band 2 5–8

Mark in this band those candidates who offer a supported argument that crime is a result of labelling or who postulate that it is the result of other factors. Answers that note that there may be a debate but that do not develop the arguments mark 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. There will be a supported debate that labelling may cause levels of crime but will balance this against other theories and evidence key thinkers such as Chambliss, Snider and others may well be referred to. 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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8 (a) (i) Define the term *anomie*. [3]

- 0 no attempt to define anomie
- 1 anomie explained in a simplistic way such as 'being depressed'
- 2 the meaning of anomie further expanded by showing wider understanding but this may not be linked to sociological knowledge
- 3 an accurate sociological definition of anomie but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe *two* examples of anomie in relation to crime and deviance. [6]

Up to 3 marks to be awarded for **each** example of anomie such as normlessness and status frustration.

- 0 no example offered
- 1 an example of anomie is identified but no detail is offered
- 2 as above plus a limited description of anomie
- 3 an example of anomie is identified plus a description that shows accurate sociological understanding

There is no requirement for this answer to contain evaluation.

(b) Evaluate the claim that deviant behaviour is the result of dysfunctional socialisation. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. There may well be answers which list or describe the process of socialisation.

Band 2 5–8

In this mark band there will either be a supported agreement or disagreement with the question. Some candidates may stray into the realms of psychological or biological causes of deviance and if the answer contains no more these should be placed towards the bottom of the mark band. There may also be some confusion between crime and deviance in this band. Candidates who note that there may be a debate but who do not develop this mark 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 will clearly show that they are describing deviance and not crime and that there are other theories that may account for deviant behaviour in society. The work of such key thinkers as Cohen, Cloward and Ohlin, Murray and Durkheim may be usefully referred to. 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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9 (a) (i) Define the term *ageism*. [3]

- 0 no attempt to define ageism
- 1 ageism explained in a simplistic way such as 'getting old'
- 2 the meaning of ageism further expanded by showing wider understanding but this may not be linked to sociological knowledge
- 3 an accurate sociological definition of ageism but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe *two* examples of the way in which ageism may influence patterns of employment. [6]

Up to 3 marks to be awarded for each example such as being perceived as too young or too old for the employment.

- 0 no example offered
- 1 an example of ageism is identified but no detail is offered
- 2 as above plus a limited description of ageism
- 3 an example of ageism is identified plus a description that shows accurate sociological understanding

There is no requirement for this answer to contain evaluation.

(b) 'Systems of management have made industrial conflict unnecessary in modern industrial societies.' Evaluate this claim. [16]

Band 1 0–4

In this mark band candidates may wish to either uncritically support or reject the proposition. Others may describe why conflict should not happen. In this band the answer is likely to be general description with little or no reference to industry or employment.

Band 2 5–8

Candidates will either offer a supported defence of the proposition or a supported criticism. The work of such key thinkers as Edwards and Scullion are likely to be referred to. Answers that note that there may be a debate but that do not develop the arguments plus those who show some understanding that the question is about industry or employment and not society in general mark at the top of the band.

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 there be a defence of the proposition but an exploration of the reasons why industrial conflict occurs. In this mark band the candidate will make it clear that it is industrial conflict that is being described. Key thinkers such as Durcan, McCarthy and Redman and Edwards and Scullion may be referred to. 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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10 (a) (i) Define the term *unemployment*. [3]

- 0 no attempt to define unemployment
- 1 unemployment explained in a simplistic way such as 'jobless'
- 2 the meaning of unemployment further expanded by showing wider understanding but this may not be linked to sociological knowledge
- 3 an accurate sociological definition of unemployment but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe *two* problems associated with measuring unemployment. [6]

Up to 3 marks to be awarded for each example such as the 'black economy', who carries out the research, the purpose of the statistics.

- 0 no example offered
- 1 a problem of measuring unemployment is identified but no detail is offered
- 2 as above plus a limited description of the problem
- 3 a problem is identified plus a description that shows accurate sociological understanding

There is no requirement for this answer to contain evaluation.

(b) Evaluate the claim that technological changes have ended the need for repetitive and unsatisfying labour in modern industrial societies. [16]

Band 1 0–4

In this mark band candidates may wish to either uncritically support or reject the proposition. Others may describe changes in technology or the nature of repetitive work without connecting the two.

Band 2 5–8

Most answers in this band will either support the view that machines have freed individuals from boring repetitive work or they will argue that work remains repetitive and unsatisfying. Answers that note that there may be a debate but that do not develop the arguments mark 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. Not only will they outline the arguments that support the proposition but they will also give a supported description of the continuation of unsatisfying and repetitive work. The work of Zuboff, King, Braverman, Blauner and Gallie may feature in answers. 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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11 (a) (i) Define the term *allocative control*. [3]

- 0 no attempt to define control
- 1 control explained in a simplistic way such as 'being in charge'
- 2 the meaning of control further expanded by showing wider understanding but this may not be linked to sociological information
- 3 an accurate sociological definition of control is given but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe *two* examples of the way allocative control is used in the mass media. [6]

Up to 3 marks to be awarded for each example such as location, resources and appointment of key personnel.

- 0 no example offered
- 1 an example of control is identified but no detail is offered
- 2 as above plus a limited description of control
- 3 an example of control is identified plus a description that shows accurate sociological understanding

There is no requirement for this answer to contain evaluation.

(b) Evaluate the role mass media play in the democratic political process. [16]

Band 1 0–4

In this mark band candidates may wish to either uncritically support or reject the proposition. Other answers may describe one or several types of political process with no reference to the mass media.

Band 2 5–8

Candidates who offer a supported argument for the media in the political process, probably from a Pluralist view, should be placed here. Others, probably from a conflict perspective, are likely to argue that the media is part of ideological domination. Answers that note that there may be a debate but do not develop the arguments mark 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. Both the Pluralist and conflict views will be explored and answers may be supported by the work of such key thinkers as Blumer and McQuail, Benyon and the GMG. There may well be an evaluation of the role of the media in different types of political systems and candidates who do this should be credited but this is not an essential part of this question. 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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12 (a) (i) Define the term *media representation*. [3]

- 0 no attempt to define representation
- 1 representation explained in a simplistic way such as ‘a picture’
- 2 the meaning of representation further expanded by showing wider understanding but this may not be linked to sociological information
- 3 an accurate sociological definition of representation is given but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe *two* examples of media representation. [6]

Up to 3 marks to be awarded for each example.

- 0 no example offered
- 1 an example of representation is identified but no detail is offered
- 2 as above plus a limited description of a representation
- 3 an example of a representation is identified plus a description that shows accurate sociological understanding

There is no requirement for this answer to contain evaluation.

(b) Evaluate the claim that the media reflects the interests of all groups in society. [16]

Band 1 0–4

In this mark band candidates may wish to either uncritically support or reject the proposition. Others may describe issues that are of interest to society that may appear in the media.

Band 2 5–8

Candidates will either offer a supported Pluralist view to show that the media is a reflection of the views of the audience or a supported one that reflects the media as under the ideological control of others. The work of such key thinkers as Whale may be usefully referred to. Answers that note that there may be a debate but that do not develop the arguments mark 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. Not only will both the Marxist and the Pluralist views be covered but also there may be some consideration of which groups make up the audience as well as which groups or individuals may have the power to influence the messages carried by the media. The work of such key thinkers as Philo and Golding may be usefully referred to. 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.