

## MARK SCHEME for the October/November 2013 series

### 9699 SOCIOLOGY

9699/31

Paper 3 (Essay), 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.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

<b>Page 2</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A LEVEL – October/November 2013</b>	<b>9699</b>	<b>31</b>

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

Answers must relate to family ideology and not just ideology.

No attempt to define family ideology. (0)

Family ideology defined in a simplistic way such as comments about family life/ definitions of the family. (1)

The meaning of family ideology is further expanded by showing wider understanding such as a society's view of what a family should be **or** what ideas keep families together. (2)

An accurate definition of family ideology is given as the set of ideas that outline what is expected of family life, structure and relationships in a given society but this can be purely theoretical and does not have to contain examples. (3)

**(ii) Identify and briefly describe two economic functions a family may carry out. [6]**

Up to three marks can be given for **each** function such as provision for the family members, unit of consumption for the state, providing income for the state (through taxation), providing workforce for the state, financial help to wider kinship, unit of production, reserve army of labour or any other accurate example.

No function is offered. (0)

A function such as providing workers is identified but no detail is given. (1)

As above plus a limited description of the named function such as the family provides women workers when they are needed. (2)

A function is identified and a description that shows accurate sociological understanding such as the family can be seen as a place where women are the reserve army of labour (identification), they can work when the economy wants them but be dropped from employment and provided for in the family when it does not (development).

There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)  
(3 × 2)

<b>Page 3</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A LEVEL – October/November 2013</b>	<b>9699</b>	<b>31</b>

**(b) Evaluate the view that the primary function of the family is the socialisation of children. [16]**

In this mark band candidates may wish to support or reject the proposition uncritically. Assertive answers may argue that that is what families do and make some general points about socialisation/lack of socialisation or describe other functions of the family. 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 one but not both.

Support may come from aspects of socialisation from within the family and the increased importance of this at a time when the family has potentially lost functions and support this by functionalist views.

Arguments against may come from the view that aspects of family life other than socialisation are more important, such as that of the Marxists that the family serves the needs of the economy. Other answers may just refer to Parsons and the two basic and irreducible functions of the family or Murdock’s description of family functions.

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 socialisation is a primary function and may consider a range of ways in which children can be affected by the way in which their socialisation is carried out both ideological and socially, they may look at feral children and the way that children’s lives can be different. Other answers may look at the other functions of the family for other members of the family and that the type of family may influence the functions that it performs. Support can be given from such key thinkers as Parsons, Zartsky, Delphy and Leonard, Young and Willmott, Allan and Crow and 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)

<b>Page 4</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A LEVEL – October/November 2013</b>	<b>9699</b>	<b>31</b>

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

No attempt to define triple shift. (0)

Triple shift defined in a simplistic way such as doing more than one job. (1)

The meaning of triple shift further expanded by showing wider understanding such as when mothers/housewives have more than one job. (2)

An accurate definition of triple shift is given as when women are in paid work but also responsible for domestic labour as well as emotional support of the family but this can be purely theoretical and does not have to contain examples. (3)

**(ii) Identify and briefly describe two characteristics of patriarchal families. [6]**

Answers must relate to families.

Up to three marks can be given for **each** characteristic of patriarchy such as father/male is the breadwinner, father/male controls household, father/male makes decisions, boys get preference, mothers/women being housewives, inheritance through the male line or any other accurate example.

No characteristic is offered. (0)

A characteristic such as boys are preferred is identified but no detail is given. (1)

As above plus a limited description of the named characteristic such as males dominate so boys get more advantages such as in education over girls. (2)

A characteristic is identified and a description that shows accurate sociological understanding such as when males are given the priority (identification) in families so that boys are preferred over girls and given more rights, freedom and access to facilities such as education (development).

There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)  
(3 × 2)

<b>Page 5</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A LEVEL – October/November 2013</b>	<b>9699</b>	<b>31</b>

**(b) Evaluate the view that conjugal relationships are based on equality in modern industrial societies. [16]**

In this mark band candidates may wish to support or reject the proposition uncritically. Assertive answers may argue that things have changed and couples share or that nothing has changed much and women still have an inferior position. 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 one but not both.

Support may come from the view that relationships are equal but different and be supported by such key thinkers as Parsons and changing patterns of employment as well as legal changes reflecting equality and the development of joint conjugal roles.

Arguments against may come from evidence of domestic violence or the continuation of patriarchy and segregated roles.

Some answers in this band may be limited to the domestic labour debate.

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 can cover issues such as the domestic labour debate, dual burden, decision making, emotional work, domestic violence, changing labour market, legal changes, changing social attitudes, the position of women, the new 'man', metro-sexuality and the commercialisation of housework. Reward reference to key thinkers such as Young and Willmott, Oakley, Gershuny, Sullivan, Silver, Ferri and Smith, Morris and Duncombe and Marsden 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)

<b>Page 6</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A LEVEL – October/November 2013</b>	<b>9699</b>	<b>31</b>

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

No attempt to define social capital. (0)

Social capital defined in a simplistic way such as who you socialise with. (1)

The meaning of social capital is further expanded by showing wider understanding such as having a lot of social contacts which give you help. (2)

An accurate definition of social capital is given as the social networks and connections that prove useful for e.g. securing educational advantage, finding employment and other services but this can be purely theoretical and does not have to contain examples. (3)

**(ii) Identify and briefly describe two ways in which the state controls pupils' education. [6]**

Up to three marks can be given for **each** example such as control of knowledge, length of education, levels of funding, type of school offered, curriculum choices, levels and methods of inspection, cost of education or any other accurate example.

No example is offered. (0)

An example such as it decides what you learn is identified but no detail is given. (1)

As above plus a limited description of the named example such as if the school is a state one they will decide the curriculum and what the pupils will learn in lessons. (2)

An example is identified and a description that shows accurate sociological understanding such as the state decides what should be on the curriculum in state run schools (identification) so they can decide what is appropriate and what is not appropriate for pupils to learn (development).

There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)  
(3 × 2)

<b>Page 7</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A LEVEL – October/November 2013</b>	<b>9699</b>	<b>31</b>

**(b) Evaluate the view that knowledge in education systems is controlled to the advantage of some social groups over other social groups. [16]**

In this mark band candidates may wish to support or reject the proposition uncritically. Answers may assert that everyone has the same chance so there is no advantage for some groups or argue that if those in charge pick the curriculum then their children will benefit. Any use of sociological theory or evidence may be weak and may be inaccurate. There may be some confusion about what is meant by the control of knowledge. (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 that shows that some groups such as the middle class or girls do better than other groups and this can be supported by exam results or studies such as that of Douglas or Marxist theory in general.

Arguments against may come from the functionalists who see education as offering equal opportunity and be supported by such theorists as Davis and Moore.

Candidates who note that there is a debate but who do not develop this should receive a mark towards the top of the band. But there may be little attempt to include knowledge in this mark band. (5–8)

Answers show a more thorough understanding of the question and are supported by a good range of material. There may be an exploration of what is meant by knowledge and who controls it and for what purpose. The issues that may be covered can include the social function of elimination, cultural capital, educational choice, education market, and the effects of gender, ethnicity and stratification as well as material factors.

Reward the use of such key thinkers as Bourdieu, Ball, Gewirtz, Sullivan, Boudon, Bowles and Gintis, Keddie and Young 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)

<b>Page 8</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A LEVEL – October/November 2013</b>	<b>9699</b>	<b>31</b>

**4 (a) (i) Define the term social exclusion. [3]**

Accept answers that refer to social exclusion from society or education.

No attempt to define social exclusion. (0)

Social exclusion is defined in a simplistic way such as being excluded/marginalised from school/society. (1)

The meaning of social exclusion is further expanded by showing wider understanding such as when some people are unable to succeed at school/in society because they do not fit in. (2)

An accurate definition of social exclusion is given as when certain social groups are outside the majority of society (or education) and do not have the ability to gain access to the opportunities available to others either in society or education but this can be purely theoretical and does not have to contain examples. (3)

**(ii) Identify and briefly describe two reasons why some groups of pupils may be more successful than others in schools. [6]**

Do not allow answers that only refer to individuals or give reasons for lack of success. Up to three marks can be given for **each** reason such as social advantages, material disadvantages/advantages, labelling, cultural capital, streaming, social capital, discrimination, pupil attitudes or other accurate examples.

No reason is offered. (0)

A reason such as lack of money or lots of money is identified but no detail is given. (1)

As above plus a limited description of the named reason such as having a lack of/plenty of money benefits/hinders pupils by access or not to such as computers and other things families can buy. (2)

A reason is identified and a description that shows accurate sociological understanding such as lack/sufficiency of material circumstances (identification) which mean that families cannot afford the costs of free education and so pupils seek to leave as soon as they can and do not achieve the educational attainment that they may have with a longer stay (development). Allow answers that argue that having money brings benefits.

There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)  
(3 × 2)



<b>Page 9</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A LEVEL – October/November 2013</b>	<b>9699</b>	<b>31</b>

**(b) Evaluate the view that labelling within schools prevents some groups of pupils from achieving educational success. [16]**

In this mark band candidates may wish to support or reject the proposition uncritically. Answers may assert that pupils cannot overcome the consequences of labelling or they may argue that if you work hard you will be able to achieve well. 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 one but not both.

Support may come from labelling theory and there may be descriptions of Becker's explanation as to how labelling happens.

Arguments against may come from functionalist theory such as Parson's that argues that education systems are meritocratic so pupils should achieve by ability.

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 critiques of labelling and how difficult or easy it is to overcome its influence and the importance of the pupil accepting the label. Apart from labelling issues that can be considered include material circumstances and cultural influences that impact on achievement as well as the particular difficulties associated with labelling that some groups experience.

Reward the use of key thinkers such as Fuller, Rist, Sharp and Green, Gillborn and Youdell, Rosenthal and Jacobson, Ball, Fuller, Bowles and Gintis, Willis 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)

<b>Page 10</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A LEVEL – October/November 2013</b>	<b>9699</b>	<b>31</b>

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

No attempt to define sect. (0)

Sect is defined in a simplistic way such as a religious group. (1)

The meaning of sect further expanded by showing wider understanding such as a religious group that expects members to be fully involved with the group's activities. (2)

An accurate definition of a sect is given as small exclusive religious group expecting strong commitment from members but this can be purely theoretical and does not have to contain examples. (3)

**(ii) Identify and briefly describe two differences between churches and other religious organisations. [6]**

Up to three marks can be given for **each** difference such as size, the way they are run, links with the state, status, membership, recruitment, ritual, longevity of the group, level of toleration of other groups.

No difference is offered. (0)

A difference such as size is identified but no detail is given. (1)

As above plus a limited description of the named difference such as size because churches have a lot more members than other religious organisations like denominations (it is not necessary to name another religious organisation). (2)

A difference is identified and a description that shows accurate sociological understanding such as churches, unlike denominations, (identification) are very large organisations which frequently have the whole society as members and being born into the society gets you membership whereas other groups like denominations and sects are much smaller and sometimes you have to make a decision to join them (development).

There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)  
(3 × 2)

<b>Page 11</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A LEVEL – October/November 2013</b>	<b>9699</b>	<b>31</b>

**(b) Evaluate the usefulness of post-modern theories of religion.**

**[16]**

In this mark band candidates may wish to support or reject the post-modern theories uncritically. They may assert that they are useful because they are up to date or they are not useful because other theories like Marxism are better. Any use of sociological theory or evidence may be weak and may be inaccurate. Reference to post-modern theory may be confused. (0–4)

In this band the candidate will either reject or support post-modern theories but they are likely to focus on one but not both. In this mark band there should be some understanding of the nature of post-modern theories but this may be lacking in accurate detail.

Support may come from the growth of different groups that seem to represent the breakdown of a single outlook on religion.

Arguments against may come from a preference of another theory such as that of Weber or by reference to established religious traditions.

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 this can take a discussion of the differences between role (what religion does for society) and nature (how religion can be observed) of religion clearly made or may show clear understanding of post-modernism as a rejection of the idea that we can have a true knowledge of society or produce absolute explanations which means that role and nature are difficult to identify in post-modernism. This can be contrasted to other theories of religion. Issues that may be referred to can include vicarious religion, multiple modernities, spiritual shopping, collective amnesia, as well as other theories of religion.

Reward the use of such key thinkers as Davie, Voas and Crockett, Bruce, Lyon, Marx, Bellah, Baudrillard, Lyotard, Durkheim 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)

Page 12	Mark Scheme	Syllabus	Paper
	GCE A LEVEL – October/November 2013	9699	31

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

No attempt to define religiosity. (0)

Religiosity defined in a simplistic way such as religious behaviour. (1)

The meaning of religiosity further expanded by showing wider understanding such as when people believe **OR** participate in religion. (2)

An accurate definition of religiosity is given as intensity of religious beliefs and participation in religious activities but this can be purely theoretical and does not have to contain examples. (3)

(ii) Identify and briefly describe two differences between world accommodating sects and world affirming sects. [6]

Do not allow reference to world rejecting sects.

Up to three marks can be given for **each** difference such as accept the world as it is/neither accept or reject, non-exclusive and tolerant/focus on religious purity, offer an 'extra' service above religion/don't offer non-religious services, most members enter through training/most members are born in the community or just join or any other accurate difference.

No difference is offered. (0)

A difference such as the way you join the group is identified but no detail is given. (1)

As above plus a limited description of the named example such as you have to train to enter a world affirming new religious movement but you just join or are born into a world accommodating new religious movement. (2)

A difference is identified and a description that shows accurate sociological understanding such as to enter a world affirming group, unlike world rejecting, you normally have to undergo a period of training (identification) but to enter a world accommodating one you apply and may have to undergo a ceremony or ritual (development).

There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)  
(3 × 2)

<b>Page 13</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A LEVEL – October/November 2013</b>	<b>9699</b>	<b>31</b>

**(b) Evaluate the view that the existence of new age movements is evidence that the power of religious institutions has declined in modern industrial societies. [16]**

In this mark band candidates may wish to support or reject the proposition uncritically.

Assertive answers may argue that the fact they do exist proves that mainstream religion is less important or that they have small memberships in relation to traditional religions which are therefore still powerful. Any use of sociological theory or evidence may be weak and may be inaccurate. Answers in this mark band may regard new age movements and new religious movements as synonymous. (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. They should show some understanding of the meaning of new age movements and not confuse them with new religious movements.

Support may come from decline in church attendance and growth of new religious movements.

Arguments against may come from continuing influence of religion over such things as moral issues and rituals. Some candidates may make reference to Durkheim and something 'eternal' about religion.

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 about the nature of the differences between new age and religious movements and institutions. In this band the difference between new age and new religious movements will be clearly explained. This can include such issues as diverse activities, practices and beliefs that have grown since the 1980s and the potential rejection of traditional sources of religion and new religious movements as religious groups that have grown since the 1960s. Answers can be referenced to social processes such as social change, marginality, spiritual revolution, spiritual market, alternative therapies, re-enchantment, religious consumerism as well as the power of institutions.

Reward the use of such key thinkers as Heelas and Woodhead, Lyon, Davie, Drane, Bruce, Wilson 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)

Page 14	Mark Scheme	Syllabus	Paper
	GCE A LEVEL – October/November 2013	9699	31

7 (a) (i) Define the term crime. [3]

No attempt to define crime. (0)

Crime defined in a simplistic way such as breaking the law. (1)

The meaning of crime further expanded by showing wider understanding such as breaking the law at certain times **OR** in a certain place. (2)

An accurate definition of crime is given as the breaking of a law at a given time in a given place **OR** is defined as a social construction but this can be purely theoretical and does not have to contain examples but there will be no confusion with deviance. (3)

(ii) Identify and briefly describe two ways in which individuals may respond to status frustration. [6]

These can be either positive or negative.

Up to three marks can be given for **each** way such as conformity, innovation, ritualism, crime, suicide or any other accurate reaction.

No way is offered. (0)

A way such as crime is identified but no detail is given. (1)

As above plus a limited description of the named way such as criminal behaviour to gain what you want. (2)

A way is identified and a description that shows accurate sociological understanding such as when individuals find they cannot achieve the goals of society by legitimate means (identification), they can seek other ways of gaining material reward or status by turning to criminal behaviour (development).

There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)  
(3 × 2)

<b>Page 15</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A LEVEL – October/November 2013</b>	<b>9699</b>	<b>31</b>

**(b) Evaluate the view that crime exists because some individuals have a criminal nature. [16]**

In this mark band candidates may wish to support or reject the proposition uncritically. Answers may assert that some individuals commit crime because of their biology or because they have learnt to be criminal. Any use of sociological theory or evidence may be weak and may be inaccurate. Some answers may rely solely on one non-sociological explanation. (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 some biological explanations on the nature of criminality such as that of Glock and Stark.

Arguments against may come from sociological explanations of socialisation and learning criminal behaviour from the community in which the individual is situated. This can be supported by theory or reference to such as Albert Cohen.

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 mark band the value of biological explanations should be rejected in favour of a variety of sociological explanations into the reasons for criminality. There will be a more detailed exploration of the arguments and may include issues such as female criminality, masculinities, victimisation.

Reward reference to key thinkers such as Hall, Taylor et al., Hopkins Burke, Heidensohn, Graham and Bowling, Carlen, Messerschmidt, Gilroy, 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)

Page 16	Mark Scheme	Syllabus	Paper
	GCE A LEVEL – October/November 2013	9699	31

8 (a) (i) Define the term cyber-crime. [3]

No attempt to define cyber-crime. (0)

Cyber-crime is defined in a simplistic way such as to do with the internet. (1)

The meaning of cyber-crime is further expanded by showing wider understanding such as crimes committed through the internet. (2)

An accurate definition of cyber-crime is given as computer generated activities which are illegal/considered illicit that are conducted through the internet but this can be purely theoretical and does not have to contain examples. (3)

(ii) Identify and briefly describe one strength and one limitation of the chivalry thesis. [6]

Up to three marks can be given for **each** point made.

Strengths: it acknowledges female criminality, accounts for male behaviour.

Limitations: is value laden, poor evidence.

No point is made. (0)

A strength or limitation is outlined such as little evidence but no detail is given to back it up. (1)

As above plus a limited description of the named strength or limitation such as it outlines a theory (or explanation) but there is no evidence to support it. (2)

A strength or limitation is identified and a description that shows accurate sociological understanding such as it gives us a theory to explain female criminality (identification) but is based on assumptions and there is no sociological evidence to support it (development).

There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)  
(3 × 2)



<b>Page 17</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A LEVEL – October/November 2013</b>	<b>9699</b>	<b>31</b>

**(b) Evaluate the view that gender is the main factor influencing who commits crime. [16]**

In this mark band candidates may wish to support or reject the proposition uncritically. Answers may agree that gender is the only factor that influences who commits crime and they are most likely to argue that criminality is male. 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 one but not both.

Support may come from specific examples such as crime statistics and numbers imprisoned. Answers in this band may assume that criminality is a male activity.

Arguments against may come from the view that both sexes are capable of criminality and that either female criminality is hidden or that changing cultural norms are increasing female criminality in at least some societies. Other answers may reject gender in favour of another factor such as class.

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 about who commits crime. Issues such as normative expectations of females and males, other factors such as social position and the contribution of feminist sociologists such as Smart can be referred to with credit. In this band answers should also look at other explanations as to the causes of crime such as cultural, economic, class and ethnicity. Also reward reference to key thinkers such as Thomas, Loader, Jewkes, Cohen, Sutherland, Livingstone, Sparkes, Gerbner, Carlen 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)

Page 18	Mark Scheme	Syllabus	Paper
	GCE A LEVEL – October/November 2013	9699	31

9 (a) (i) Define the term organic solidarity. [3]

No attempt to define organic solidarity. (0)

Organic solidarity is defined in a simplistic way such as when in society everyone has a role **OR** society is functional. (1)

The meaning of organic solidarity is further expanded by showing wider understanding such as when in society everyone has a role to play so that society can function efficiently. (2)

An accurate definition is given as solidarity that is generally to be found in industrial societies where just as in the physical organism the various parts are different but work together so roles are separate yet function together to maintain the social unit but this can be purely theoretical and does not have to contain examples. (3) (1 + 2)

(ii) Identify and briefly describe two causes of conflict in the workplace. [6]

Causes can be derived from worker or management action.

Up to three marks can be given for each cause such as disputes over working conditions, rates of pay, fringe benefits, management practices or any other accurate example.

No cause is offered. (0)

A cause such as management is identified but no detail is given. (1)

As above plus a limited description of the named example such as when management want to change things. (2)

An example is identified and a description that shows accurate sociological understanding such as when management wish to change working practices (identification) they implement a lock out causing a conflict situation in order to force the work force to compliance (development).

There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)  
(3 × 2)

<b>Page 19</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A LEVEL – October/November 2013</b>	<b>9699</b>	<b>31</b>

**(b) Evaluate the view that industrial conflict is inevitable in modern industrial societies. [16]**

In this mark band candidates may wish to support or reject the proposition uncritically. Answers may state that arguments/conflicts will always occur or that in modern industrial societies problems are solved by good management so conflict is not needed. 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 one but not both.

Support may come from social effects of unemployment and the loss of role and status or the oppositional structure caused by employer/employee.

Arguments against may come from the view that in modern industrial societies workers have rights and are supported by trade unions so that workplace disagreements can be solved through negotiation.

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 both the causes and resolution of workplace disagreements, the nature of industrial conflict and the variety of management styles and how they may impact on industrial relations.

Reward reference to key thinkers such as Sinfield, Howard, Lea and Young, Allan and Watson, MacInnes, Gallie, Vogler, Fagin and Little 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)

<b>Page 20</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A LEVEL – October/November 2013</b>	<b>9699</b>	<b>31</b>

**10 (a) (i) Define the term anomie. [3]**

No attempt to define anomie. (0)

Anomie is defined in a simplistic way such as being isolated. (1)

The meaning of anomie is further expanded by showing wider understanding such as a state of normlessness. (2)

An accurate definition of anomie is given as a state of normlessness when an individual is powerless to change their situation but this can be purely theoretical and does not have to contain examples. No reference needs to be made to Durkheim and also allow answers that give a definition based on Merton. (3)

**(ii) Identify and briefly describe two ways in which an individual's job may influence their social identity. [6]**

Up to three marks can be given for **each** way such as social position, peer group, economic factors, self-esteem, masculinity or any other accurate way the social identity is fixed through work.

No way is offered. (0)

A way such as it determines your level of pay is identified but no detail is given. (1)

As above plus a limited description of the named way such as it determines how much pay you have so how you will live your life. (2)

A way is identified and a description that shows accurate sociological understanding such as when a worker has a certain level of pay (identification) it will help to determine where he lives and how he spends his leisure time and he will get a sense of who he is in the social order from that (development).

There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)  
(3 × 2)

<b>Page 21</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A LEVEL – October/November 2013</b>	<b>9699</b>	<b>31</b>

**(b) Evaluate the view that alienation in the workplace no longer exists in modern industrial societies. [16]**

In this mark band candidates may wish to support or reject the proposition uncritically. Answers may agree that management look after workers in the modern world or argue that nothing much has changed so alienation continues. 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 one but not both.

Support may come from the view that in modern industrial societies dangerous and unpleasant work is now undertaken by machines leaving people to undertake the more satisfying tasks.

Arguments against may come from Marxist views that the workplace remains a place of tedium with a lack of worker control.

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 look at the nature of employment in modern industrial society and approaches to management such as Fordism, scientific management and human relations approach. Issues that can be looked at include the division of labour, deskilling, habituate, concessions, contested terrain, control and worker resistance, the toxic office, types of control (contested, simple, structural, technical, bureaucratic)

Reward reference to key thinkers such as Thompson, Braverman, Zimbalist, Little, Friedman, Edwards, Hyman 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)

Page 22	Mark Scheme	Syllabus	Paper
	GCE A LEVEL – October/November 2013	9699	31

11 (a) (i) Define the term global media. [3]

No attempt to define global media. (0)

Global media is defined in a simplistic way such as when the media are to be found all around the world. (1)

The meaning of global media is further expanded by showing wider understanding such as when media companies get very big and they become international. (2)

An accurate definition of global media is given as when media corporations/companies grow so large they dominate not just in one area but are to be found all around the world but this can be purely theoretical and does not have to contain examples. (3)

(ii) Identify and briefly describe two consequences of the growth of global media. [6]

These can be positive and negative.

Up to three marks can be given for **each** consequence such as economies of scale, implication for local cultures, Disneyfication, cultural imperialism, social networking and any other accurate consequence.

Allow reference to the new media.

No consequence is offered. (0)

A consequence such as Disneyfication is identified but no detail is given. (1)

As above plus a limited description of the named consequence such as Disney and its branding is found all around the world. (2)

A consequence is identified and a description that shows accurate sociological understanding such as when the Disney company make a film it has a worldwide audience (identification) and so everyone starts to see the world from the same perspective and it creates cultural imperialism (development).

There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)  
(3 × 2)

<b>Page 23</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A LEVEL – October/November 2013</b>	<b>9699</b>	<b>31</b>

**(b) Evaluate the view that the media play a key role in maintaining the dominant ideology in society. [16]**

In this mark band candidates may wish to argue that it does transfer ideology because it is controlled by one group or that it does not because people believe what they want to uncritically. Other answers may argue that the media dominate society. Any use of sociological theory or evidence may be weak and inaccurate. (0–4)

In this band the candidate will either argue that dominant ideology is transferred by the media or that it is not but such answers will be supported but may be one sided.

Support may come from Marxist views of ideological control and be supported by examples of media concentration and perhaps by reference to media events such as phone hacking in Britain in 2011 leading to the Levison enquiry (answers do not need to be that specific but allow any relevant local example).

Arguments against may come from the pluralist views of such key thinkers as Whale that the media reflects what the society wants. Other answers may refer to the fragmentation of media that may offer more choice.

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 should be a more detailed exploration of the arguments as to whether the media reflects the values of the population or as an ideological state apparatus transfers the ideology of the dominant class through the media to the rest of the population that may include Marxist, neo-Marxist and pluralist views. Issues that may be referred to include hegemony, manipulation, logic of capitalism, concentration of ownership, growth, integration, globalisation, speculation on the existence of dominant ideology. Other answers may question the existence of a dominant ideology. Reward reference to key thinkers such as Bagdikian, Auletta, Hall, Abercrombie, 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)

<b>Page 24</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A LEVEL – October/November 2013</b>	<b>9699</b>	<b>31</b>

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

No attempt to define stereotype in relation to the media. (0)

Stereotype is defined in a simplistic way such as an image. (1)

The meaning of stereotype is further expanded by showing wider understanding such as fixed oversimplified image of an individual. (2)

An accurate definition of stereotype is given as a fixed, generally over simplified image of what an individual or group is like which is frequently insulting and misleading but this can be purely theoretical and does not have to contain examples. (3)

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

Up to three marks can be given for **each** example hegemony by quoting a study such as Hall on cultural hegemony, the influence of editors/journalists, the way in which media professionals have an agreed understanding of events, Fairclough and Crimewatch or any from Glasgow University Media Group or a generic example such as attitudes to women in publications such as the Sun or any other accurate study.

No study/example is offered. (0)

A study such as Bad News is identified but no detail is given. (1)

As above plus a limited description of the named study such as Bad News where the workers were shown to be trouble but the owners were put in a good light. (2)

A study is identified and a description that shows accurate sociological understanding such as the study Bad News (identification) an analysis of news was undertaken and they found that the news was ideologically loaded so that employers and government were given the majority of time and a favourable image whereas workers were portrayed as trouble and given less time (development).

There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)  
(3 × 2)



<b>Page 25</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A LEVEL – October/November 2013</b>	<b>9699</b>	<b>31</b>

**(b) Evaluate the extent to which the social position of ethnic minorities is reflected accurately in the media. [16]**

In this mark band candidates may wish to support or reject the proposition uncritically. Answers may state that images of ethnic minorities that appear in the media always show them causing trouble compared to other groups or that ethnic minorities suffer from biased reporting. 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 one but not both.

Support may come from an analysis of the way ethnic minorities are represented in the media by descriptions of some images and support from research such as that of Malik.

Arguments against may come from the view that another group, such as the disabled, is marginalised and misrepresented or that such representations are fair even more and such arguments can be supported by the work of such key thinkers as Karpf.

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 about the representations of ethnic minority groups in relation to marginalisation; these can be compared to other groups who may be marginalised such as females, working class, age (young/elderly) and disability. Issues that can be raised may include racialised regime of representation, stranger danger, channels dedicated to minority groups, content analysis of media, over representation of ethnic minorities on children’s television. Other answers can be credited if they show that ‘ethnic minority’ is not an homogeneous group and describe the social position/representations of groups including those who are favourably portrayed.

Reward reference to key thinkers such as Featherstone and Hepworth, Signorelli, Longmore, Glennon and Butsch, Glasgow University Media Group, Pearson, Lambert, Creedon, Pines, Cricher, Ross, Provenzo, Gray, Hunt, Cottle 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)