

MARK SCHEME for the November 2005 question paper

9699 SOCIOLOGY

9699/03

Paper 3

maximum raw mark 75

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which Examiners were initially instructed to award marks. It does 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*.

The minimum marks in these components needed for various grades were previously published with these mark schemes, but are now instead included in the Report on the Examination for this session.

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

CIE is publishing the mark schemes for the November 2005 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



Page 1	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL– NOVEMBER 2005	9699	1

1 (a) Describe, with examples, the meaning of kinship.

Band 1 [0 – 3]
 Limited grasp of the nature of kinship. Answers may offer weak descriptions of types of families or make a list naming different kinship roles. If answers give relevant examples then there will be no relevant definition.

Band 2 [4 – 6]
 Answers will attempt both a definition of kinship and offer examples of kinship but one will be partial.

Band 3 [7 – 9]
 Answers will give accurate and detailed definitions of kinship as well as at least two relevant examples of kinship. At the top of the band there will be kinship examples that reflect different societies. Evaluation is not necessary to enter this mark band or to receive full marks.

(b) 'In modern industrial societies functions that were once carried out by the family are now carried out by the state'. Evaluate this claim.

Band 1 [0 – 4]
 Candidates whose answers either agree or disagree with the proposition with unsupported assertions should be placed here. Also answers that rely solely on the work of Laing, Leach and Cooper.

Band 2 [5 – 8]
 Answers which accept the view and support their answers by evidence based on changes in education, health and social services as well as changing family structures should be placed here. At the top of the band there may be consideration of whether functions are changing or disappearing.

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 reference to the functions of the family in the past as well as to a variety of societies and there could be useful reference made to the work of key thinkers such as Fletcher and Parsons as well as Rosser and Harris and the feminist writers. 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 2	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL– NOVEMBER 2005	9699	1

2 (a) Describe the factors that influence fertility rates.

Band 1 **[0 – 3]**

A limited grasp of the factors that may effect female fertility. Candidates may make a weak comment about one factor such as contraception.

Band 2 **[4 – 6]**

Candidates offer a more detailed explanation that covers at least two specific points from different areas such as technological developments and the status of women.

Band 3 **[7 – 9]**

Candidates offer a detailed and accurate explanation of the factors that effect female fertility that not only covers at least two distinct areas but also considers the factors that effect female fertility from at least two different societies. Evaluation is not necessary to enter this mark band or to receive full marks.

(b) Assess the view that in modern societies matrifocal family types are becoming the norm.

Band 1 **[0 – 4]**

In this mark band candidates may either accept or reject the proposition but this will be by unsupported assertion.

Band 2 **[5 – 8]**

Candidates in this mark band may either accept or reject the proposition but this will either be supported by the evidence of single parent families especially the New World Black family or by showing that most individuals live in families with two parents at least for some period of time. At the top of this band there may be an acknowledgement that there are two arguments here.

Band 3 **[9 – 12]**

Answers show a more thorough understanding of the question and are supported with a good range of material. The emergence of mother dominated families will be addressed as well as the wide variety of family types and households that exist throughout a range of societies. Work can be supported by a variety of key thinkers such as Wilmott and Young, Anderson, Liebow, Gonzalez etc. 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 3	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL– NOVEMBER 2005	9699	1

3 (a) Describe the ways in which schools can help form a pupil's identity.

Band 1 **[0 – 3]**
 In this mark band the answers of candidates will tend to fix on the benefits that education can bring to the individual or descriptions of identity with no link being made to education.

Band 2 **[4 – 6]**
 In this band the candidate will link the formation of identity to labelling but this will be restricted to either the positive or the negative way in which this can be formed but not both.

Band 3 **[7 – 9]**
 In this mark band the candidates will not only show how labelling can either positively or negatively contribute to the formation of a pupil's identity but at the top of the band the power of the pupil to reject the label. Candidates may also refer to other influences on the formation of identity (if this is the only evidence offered then mark in band 1) but this is not a necessary part of this question. Reference can be made to any of the studies of labelling but this is not an essential element of this question. Evaluation is not necessary to enter this mark band or to receive full marks.

(b) Evaluate the importance of factors outside of school in influencing pupils' educational achievements.

Band 1 **[0 – 4]**
 In this mark band candidates are likely to either accept or reject the proposition as unsupported assertions.

Band 2 **[5 – 8]**
 Candidates in this band are likely to show that they have an understanding that both the factors within school and those without have an effect on a pupil's educational achievements, but this will be an unbalanced answer. Some key thinkers such as Douglas may be included.

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 some assessment of the relative importance of the in school and the out of school factors. As well as the work of key thinkers such as Douglas, Halsey, Hargreaves, Keddie and Mac An Ghail useful reference can be made of such concepts as positional theory. 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
	GCE A/AS LEVEL– NOVEMBER 2005	9699	1

4 (a) Describe, with examples, the way in which the hidden curriculum operates within schools.

Band 1 **[0 – 3]**
Candidates in this band will offer weak examples of the way in which the hidden curriculum operates or offer weak definitions with no examples.

Band 2 **[4 – 6]**
In this band there will be both examples of the hidden curriculum and a definition but one of these elements will be partial.

Band 3 **[7 – 9]**
Candidates will offer at least two relevant examples of the hidden curriculum as well as a detailed and accurate definition. At the top end of the band there may be use made of key thinkers such as Keddie but this is not an essential part of this answer. Evaluation is not necessary to enter this mark band or to receive full marks.

(b) ‘The most influential factor in determining a pupil’s educational achievements is their school sub-culture’. Assess this statement.

Band 1 **[0 – 4]**
In this mark band answers are most likely to either accept or reject the proposition by unsupported assertion or offer weak arguments. Any reference to sub-cultures may be tangential to the question or show muddled understanding.

Band 2 **[5 – 8]**
Candidates show an understanding of the nature of pupil sub-cultures and make use of at least one study such as that of Woods. There will be some description of the other factors that may effect pupil’s achievements but there will be no attempt to assess their relative importance.

Band 3 **[9 – 12]**
Answers show a more thorough understanding of the question and are supported with a good range of material. Not only do candidates show a thorough understanding on the nature of sub-cultures in education but they may make use of such research as that of Willis. They will also show that there are many other factors that impinge on a pupil’s achievements. A range of key thinkers such as Sharpe, Coard, Douglas etc 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.

Page 5	Mark Scheme	Syllabus	Paper
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5 (a) Describe the Functionalist perspective on the way in which religion helps maintain social order.

Band 1 [0 – 3]

Weak answers that may focus on the way in which religion does good or references to Functionalist theory about the role of religion in general should be placed here.

Band 2 [4 – 6]

Answers that start to show how the Functionalists believe that religion helps to formulate social solidarity and to preserve the collective conscience should be placed here.

Band 3 [7 – 9]

Detailed and accurate descriptions of the way in which Functionalists believe that order is maintained should be placed here. Answers may look at what is the nature of social order and this can be rewarded but this is not an essential part of this question. Evaluation is not necessary to enter this mark band or to receive full marks.

(b) Assess the view that religious faith is a feature of the marginalised.

Band 1 [0 – 4]

Candidates may either accept or reject the proposition with unsupported assertions or offer confused definitions of the concept of marginalisation. Some may offer weak arguments as to the benefits to be gained from religious faith.

Band 2 [5 – 8]

Answers make more reference to appropriate material but this may well be dependant on classical theorists like Weber. At the top of the band there may be some inclusion of groups other than the marginalised that may exhibit religious faith.

Band 3 [9 – 12]

Answers show a more thorough understanding of the question and are supported with a good range of material. The range of material will be more detailed and could include such key thinkers as Yinger and Wallis. In this mark band there will be the inclusion of the more powerful in religious practises. Although it is not an essential part of the question candidates can make useful reference to the membership of sects. 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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6 (a) Describe, with examples, what sociologists mean by a church.

Band 1 **[0 – 3]**
Candidates will either attempt a weak definition of a church or offer examples of churches but not both.

Band 2 **[4 – 6]**
Answers in this band will display both a definition of a church as well as offer examples of churches but one element of the answer will be partial.

Band 3 **[7 – 9]**
Candidates will not only offer a detailed and accurate definition of a church that is supported by at least two relevant examples but at the top end of the band they may make parallels with other religious institutions like temples, although this is not an essential part of this answer. Evaluation is not necessary to enter this mark band or to receive full marks.

(b) Assess sociological explanations for the continuation of worship in apparently secular societies.

Band 1 **[0 – 4]**
Candidates in this mark band may either accept or reject the proposition with unsupported assertions or they may write a definition of religion as evidence of its continuation in society. Answers that promote the need to worship in society should be placed here.

Band 2 **[5 – 8]**
In this mark band candidates are likely to explain why religion continues from the perspective of the classical theorists. At the top of the band they will begin to see that this may vary between societies and even within societies by different groups.

Band 3 **[9 – 12]**
Answers show a more thorough understanding of the question and are supported with a good range of material. Candidates may quote figures for attendance at religious services, they may explore the meaning of 'secular' or make reference to key thinkers such as Stark and Bainbridge, Wallis, Turner etc. Evaluation in this mark band may be implicit.

Band 4 **[13 – 16]**
Knowledge will be applied with a high degree of accuracy showing a careful analysis of the work referred to and an evaluation, which at its best, will be detailed leading to a balanced conclusion.

Page 7	Mark Scheme	Syllabus	Paper
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7 (a) Describe, with examples, how sociologists carry out victim surveys.

Band 1 **[0 – 3]**
 In this mark band candidates will either offer a weak explanation of how a victim study may be conducted or give examples of such studies but they will not do both.

Band 2 **[4 – 6]**
 Answers will offer explanations of how victim studies are conducted and examples of such studies but one element will be partial.

Band 3 **[7 – 9]**
 There will be detailed and accurate descriptions of the way in which victim studies are conducted with at least one valid reference to victim studies. Evaluation is not necessary to enter this mark band or to receive full marks.

(b) Evaluate the usefulness of New Left Realism in explaining the nature of crime.

Band 1 **[0 – 4]**
 In this mark band there will be either an unsupported acceptance or rejection of the model.

Band 2 **[5 – 8]**
 Candidates will offer either an acceptance of the model or a rejection, but at the top of the mark band there will be some indication that there are a variety of models that can be used but this will be undeveloped.

Band 3 **[9 – 12]**
 Answers show a more thorough understanding of the question and are supported with a good range of material. Not only will candidates show an understanding of the New Left Realism and make reference to some theorist such as Young and Lea but there will also be some assessment of other theories and theorists such as Cicourel, A. Cohen, Merton etc. Evaluation in this mark band may be implicit.

Band 4 **[13 – 16]**
 Knowledge will be applied with a high degree of accuracy showing a careful analysis of the work referred to and an evaluation which, at its best, will be detailed leading to a balanced conclusion.

Page 8	Mark Scheme	Syllabus	Paper
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8 (a) Describe, with examples, the types of delinquent sub-cultures that can be found in societies.

Band 1 [0 – 3]

Candidates will either attempt a definition of what a delinquent sub-culture is or name a culture with no explanation but will not do both.

Band 2 [4 – 6]

Candidates both describe what a delinquent sub-culture is as well as offering an example but one element of the answer will be partial.

Band 3 [7 – 9]

Candidates will give detailed and accurate descriptions of delinquent sub-cultures as well as at least two examples of such cultures. Although these examples can be by type, those who score at the top of the band are going to use examples from studies of deviant behaviour. Evaluation is not necessary to enter this mark band or to receive full marks.

(b) Evaluate the contribution of feminist theorists to the study of crime and deviance.

Band 1 [0 – 4]

In this band candidates will offer support for the contribution or reject its usefulness by assertion not backed by evidence.

Band 2 [5 – 8]

In this mark band there will be more focus on the work of feminist writers such as Smart and candidates may take the view that moving from 'malestream' is progress. At the top of the band they may also consider the importance to the study of crime from other areas of study or visa versa.

Band 3 [9 – 12]

Answers show a more thorough understanding of the question and are supported with a good range of material. Not only will candidates offer an evaluation of the work of feminist writers but they will also show the variety of what deviance/crime studies have to offer and locate feminism within that. Evaluation in this mark band may be implicit.

Band 4 [13 – 16]

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

Page 9	Mark Scheme	Syllabus	Paper
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9 (a) Describe the post-industrial society thesis.

Band 1 **[0 – 3]**
 Weak definitions of the thesis or candidates who make reference to or attempt to give examples of post industrial societies should be placed here.

Band 2 **[4 – 6]**
 Candidates may offer weak definitions of industry or industrial society or may even try to describe post modernism. Others may show by examples that they understand the concept.

Band 3 **[7 – 9]**
 Candidates show an understanding of the concept and define the meaning accurately. They may offer examples of the work of key thinkers such as Zuboff but this is not an essential part of this question. Evaluation is not necessary to enter this mark band or to receive full marks.

(b) ‘Gender equality is a feature of the modern industrial workplace’. Assess this view, making reference to sociological studies of the workplace.

Band 1 **[0 – 4]**
 In this mark band the candidate will either accept or reject the proposition uncritically.

Band 2 **[5 – 8]**
 In this band the candidate will either argue that the workplace has become more equal or they will argue that there has been little or no change. They may use changing employment legislation to show that change has been expected or wanted.

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 answers show how the law has changed the workplace but they may also use industrial tribunals to show the limitations as well as the use of unemployment statistics. Credit those candidates who make comparisons between societies and show that the experience of employment may vary. Evaluation in this mark band may be implicit.

Band 4 **[13 – 16]**
 Knowledge will be applied with a high degree of accuracy showing a careful analysis of the work referred to and an evaluation which, at its best, will be detailed leading to a balanced conclusion.

Page 10	Mark Scheme	Syllabus	Paper
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10 (a) Explain, with examples, what sociologists mean by leisure.

Band 1 [0 – 3]

Candidates will either attempt to define the meaning of leisure or will name or offer a list of types of leisure activities but they will not do both.

Band 2 [4 – 6]

In this mark band candidates will not only define the meaning of leisure but they will also give examples of different types of leisure activity but one element of the answer will be partial.

Band 3 [7 – 9]

Candidates will offer a detailed and accurate definition of the meaning of leisure that may also note what separates it from non-work activities (but this is not a requirement of this question). They will also give examples of leisure activities. Evaluation is not necessary to enter this mark band or to receive full marks.

(b) ‘Alienation is no longer a feature of the modern industrial workplace’. Assess this view.

Band 1 [0 – 4]

In this mark band candidates will either agree or disagree with the proposition in the form of unsupported assertion.

Band 2 [5 – 8]

Candidates begin to show an understanding of the concept that is based on knowledge. The existence of alienation (or not) will be supported with empirical or theoretical evidence and at the top of the mark band there may be some acknowledgement of a debate.

Band 3 [9 – 12]

Answers show a more thorough understanding of the question and are supported with a good range of material. In this mark band there will be a clear outline of a debate but candidates will make reference to at least the work of key thinkers such as Marx and Blauner. Not only will there be use made of blue collar employment but also white collar and possibly domestic labour with reference to the work of such key thinkers as Ann Oakley on housework. Evaluation in this mark band may be implicit.

Band 4 [13 – 16]

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

Page 11	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL– NOVEMBER 2005	9699	1

11 (a) Describe the role of the mass media in the political process.

Band 1 [0 – 3]
 Answers that attempt to describe what the mass media is or how it operates should be placed here. There will be no reference to the political process in reference to the media.

Band 2 [4 – 6]
 The role of the mass media is described in relation to the political process but this is limited to informing the public. Candidates may show that there are a variety of types of media that can be involved in this.

Band 3 [7 – 9]
 In this mark band not only does the candidate show that the role of the media may be that of informing the public but that it may also have an effect on the outcome of the political process through the band wagon effect. Evaluation is not necessary to enter this mark band or to receive full marks.

(b) ‘The mass media is a mean of ideological control’. Assess this view.

Band 1 [0 – 4]
 Candidates in this mark band are likely to offer a limited range of knowledge that is not wholly relevant to the question. Alternatively they may accept the proposition uncritically. In this mark band there will be no evaluation.

Band 2 [5 – 8]
 Answers include more reference to appropriate material but understanding is still likely to be partial. Some may attempt a definition of ideological control and/or the state, mark this at the top of the band if reference is made to appropriate conflict theorists.

Band 3 [9 – 12]
 Answers show a more thorough understanding of the question and are supported with a good range of material and candidates show an awareness of different models available. There will be a clear explanation of the debate between the conflict theorists and the pluralists. Credit can be gained from the use of such theorists and the work of key thinkers such as the G.M.G., Rosengren and Windal and others. Candidates can also use the concepts of agenda setting and gatekeeping. Evaluation in this mark band may be implicit.

Band 4 [13 – 16]
 Knowledge will be applied with a high degree of accuracy showing a careful analysis of the work referred to and an evaluation which, at its best, will be detailed leading to a balanced conclusion.

Page 12	Mark Scheme	Syllabus	Paper
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12 (a) Describe, with examples, the ways in which different age groups use the mass media.

Band 1 [0 – 3]

In this mark band candidates will either describe how media use by the audience changes with age or they will give examples of the type of viewing, listening or reading that any age group have but they will not do both.

Band 2 [4 – 6]

Candidates will not only show that the way in which people use the media and how this is different for different groups, but they will also use examples to support this but one of these elements will be partial.

Band 3 [7 – 9]

Candidates will offer a good explanation of the way in which usage changes i.e. companionship but they will also support their answer by use of specific examples. At the top end of the band there could be use made of the power (or lack of power) of the elderly audience to influence its content but this is not an essential part of any answer. Evaluation is not necessary to enter this mark band or to receive full marks.

(b) Evaluate the usefulness of cultural effects studies of the mass media.

Band 1 [0 – 4]

A partial description of a theory should be placed here.

Band 2 [5 – 8]

Answers that either accept or reject the usefulness of the theory and support their answer with some theoretical/empirical data should be placed here. If both views are offered but one is partial then they should be placed 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. Both the strengths and weaknesses of cultural effects studies will be covered and use may be made of such key thinkers as McQuail, Lazarsfeld and Butcher and Katz. 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.