

## **MARK SCHEME for the October/November 2006 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 students, 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.

The grade thresholds for various grades are published in the report on the examination for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses.

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

CIE is publishing the mark schemes for the October/November 2006 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



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## GENERAL MARK BANDS

### Section A

#### **0**

Answers at this level will be characterised by no relevant knowledge or understanding.

#### **Band 1      1-3 marks**

Answers at this level will be characterised by a 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.

#### **Band 2      4-6 marks**

Answers will demonstrate a basic knowledge and understanding. There may be some inaccuracy and/or omissions of key points. However, there will be evidence that the candidate has made a fair attempt to answer the question as set. Answers at the upper end of the mark band will make some appropriate reference to key studies and concepts.

#### **Band 3      7-9 marks**

Answers will demonstrate a good grasp of knowledge and understanding. Relevant studies and thinkers will be referred to where appropriate and the candidate will have made a concerted effort to address the entire question. The question will have been interpreted accurately and appropriate material selected. Analysis and evaluation are not essential to do well at this level.

### Section B

#### **Band 1      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.

#### **Band 2      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.

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**Band 3      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.

**Band 4      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.

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**1 (a) Describe, with two examples, what is meant by *status* in relation to the family.**

**[9]**

0

No relevant information offered.

Band 1 1-3

Candidates offer either:

a weak example of status with no relevant definition *or*  
a weak definition with no examples.

Band 2 4-6

Candidates offer either:

at least one example of status and a limited definition *or*  
a good definition without an example *or*  
good examples with no definition.

Band 3 7-9

Candidates offer 2 examples of status with a good definition.

Evaluation is not necessary to enter this mark band or to receive full marks.

**(b) 'The family is an institution of the state ideological apparatus.' Assess this view.**

**[16]**

Band 1 0-4

In this band candidates may describe aspects of family life or describe aspects of the state but there will be no link made between the state and the way in which families may socialise members in order to serve the needs of the state.

Band 2 5-8

In this band answers are most likely to offer an uncritical Marxist agreement with the contention. Alternatively there may be answers that pose a broadly Functionalist view that families act as a primary socialising agency in order that the society/state may function more efficiently.

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. There may be reference to Althusser and the debate about ideological state control in relation to the family. Useful reference can be made to Functionalist theories as well as feminism and patriarchal control. 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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**2 (a) Describe, with two examples, what is meant by *structure* in relation to the family.**

**[9]**

0

No relevant information offered.

Band 1 1-3

Candidates offer either:

a weak example of structure with no relevant definition *or*  
a weak definition with no examples.

Band 2 4-6

Candidates offer either:

at least one example of structure and a limited definition *or*  
a good definition without an example *or*  
good examples with no definition.

Band 3 7-9

Candidates offer 2 examples of structure with a good definition.

Evaluation is not necessary to enter this mark band or to receive full marks.

**(b) Evaluate the view that high levels of divorce in modern industrial societies are the result of a decline in the status of marriage.**

**[16]**

Band 1 0-4

In this band answers are likely to be unsubstantiated assertions that either agree or disagree with the proposition. Other answers may describe trends of marriage/divorce without reference to the question.

Band 2 5-8

In this band the status of marriage will be considered but this is most likely to be either a supported agreement that the status has fallen or a supported argument that the marriage continues with the level of status it has traditionally held. If both sides of the debate are covered, in an undeveloped way, then 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. Both the view that the status of marriage has fallen and that it remains will be addressed. To enter this mark band the answer must use the context of modern industrial societies. Key thinkers such as Chester 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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**3 (a) Describe, with two examples, what is meant by *cultural deprivation* in the context of education.**

[9]

0

No relevant information offered.

Band 1 1-3

Candidates offer either:

a weak example of cultural deprivation with no relevant definition *or*  
a weak definition with no examples.

Band 2 4-6

Candidates offer either:

at least one example of cultural deprivation and a limited definition *or*  
a good definition without an example *or*  
good examples with no definition.

Band 3 7-9

Candidates offer 2 examples of cultural deprivation with a good definition.

Evaluation is not necessary to enter this mark band or to receive full marks.

**(b) Evaluate the claim that ethnicity is the most significant factor in determining educational achievements in modern industrial societies.**

[16]

Band 1 0-4

In this band answers are likely to be unsubstantiated assertions that either agree or disagree with the proposition by selecting another factor such as class over ethnicity or *visa versa*.

Band 2 5-8

In this mark band candidates will offer either a supported argument such as that of class over ethnicity or ethnicity over class. If undeveloped support for both is offered then place 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. Answers must, to enter this band, relate to modern industrial societies. A range of key thinkers such as Coard, Bourdon and Hargreaves may usefully 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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**4 (a) Describe, with two examples, what is meant by *pupil sub-culture*.**

**[9]**

0

No relevant information offered.

Band 1 1-3

Candidates offer either:

a weak example of pupil sub-culture with no relevant definition *or*  
a weak definition with no examples.

Band 2 4-6

Candidates offer either:

at least one example of pupil sub-culture and a limited definition *or*  
a good definition without an example *or*  
good examples with no definition.

Band 3 7-9

Candidates offer 2 examples of pupil sub-culture with a good definition.

Evaluation is not necessary to enter this mark band or to receive full marks.

**(b) 'In modern industrial societies the groups who control knowledge determine which pupils will achieve academic success.' Assess this view.**

**[16]**

Band 1 0-4

In this band answers are likely to be unsubstantiated assertions that either agree or disagree with the proposition.

Band 2 5-8

Answers that refer to the Marxist implication of the question or who look at the way in which some pupils are more likely to succeed in education should be placed here. An alternate answer may be one that rejects the proposition of the question and supports their answer with Functionalist evidence. If both sides of the debate are recognised but they are not substantiated the answer may be placed in this 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 may interpret the question from the view of key thinkers such as Young and Keddie or the view of conflict theorists versus functionalists as to which pupils are successful in education. Useful reference may also be made to the work of the interactionists as well as patriarchy and issues of ethnicity. 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) Describe, with two examples, what is meant by *disengagement* in relation to religion.**

**[9]**

0

No relevant information offered.

Band 1 1-3

Candidates offer either:

a weak example of disengagement with no relevant definition *or*  
a weak definition with no examples.

Band 2 4-6

Candidates offer either:

at least one example of disengagement and a limited definition *or*  
a good definition without an example *or*  
good examples with no definition.

Band 3 7-9

Candidates offer 2 examples of disengagement with a good definition.

Evaluation is not necessary to enter this mark band or to receive full marks.

**(b) Evaluate the view that ethnic minority groups use religion as a means of cultural defence.**

**[16]**

Band 1 0-4

In this band answers are likely to be unsubstantiated assertions that either agree or disagree with the proposition.

Band 2 5-8

In this band candidates will offer a supported answer to show how minority groups use religion as a means of protection or argue, with support, that this process does not happen.

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. Key thinkers such as El Saadawi may be used with credit. Candidates need to show a thorough understanding of the concept and support their answer with a range of material that may be from observations of current world situations or from empirical evidence. 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) Describe, with two examples, what is meant by a *religious sect*.**

**[9]**

0

No relevant information offered.

Band 1 1-3

Candidates offer either:

a weak example of a religious sect with no relevant definition *or*  
a weak definition with no examples.

Band 2 4-6

Candidates offer either:

at least one example of a religious sect and a limited definition *or*  
a good definition without an example *or*  
good examples with no definition.

Band 3 7-9

Candidates offer 2 examples of religious sects with a good definition.

Evaluation is not necessary to enter this mark band or to receive full marks.

**(b) 'The decline of religious influence is inevitable in modern industrial societies.' Assess this view.**

**[16]**

Band 1 0-4

In this band answers are likely to be unsubstantiated assertions that either agree or disagree with the proposition. Alternatively candidates may argue that the problems associated with modern industrial societies are the result of the decline in the power of religion.

Band 2 5-8

In this band candidates are likely either to accept, with support, the view that secularisation is occurring or, again with support, to reject that view. There may be some confusion about which sort of society is being discussed. Mark at the top of the band those candidates who see that there is a debate but this will be an undeveloped argument.

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. To be in this mark band it must be clear that candidates are making reference to modern industrial societies in their answer, however it is relevant to compare modern to traditional societies. Candidates may outline the arguments of the secularisation debate with such key thinkers as Wilson. 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) Describe, with two examples, what is meant by *master status* in relation to crime and deviance.**

[9]

0

No relevant information offered.

Band 1 1-3

Candidates offer either:

a weak example of master status with no relevant definition *or*  
a weak definition with no examples.

Band 2 4-6

Candidates offer either:

at least one example of master status and a limited definition *or*  
a good definition without an example *or*  
good examples with no definition.

Band 3 7-9

Candidates offer 2 examples of master status with a good definition.

Evaluation is not necessary to enter this mark band or to receive full marks.

**(b) Evaluate the view that some groups, such as the elderly and females, may have little involvement in criminal activity.**

[16]

Band 1 0-4

In this band answers are likely to be unsubstantiated assertions that either agree or disagree with the proposition. Alternatively candidates may offer lists of supposed reasons why younger people are criminal.

Band 2 5-8

In this band answers will be supported and candidates may either accept or reject the proposition. This may be done by considering different theories of crime in relation to the age of criminals or by considering crime statistics. In this band the answer is likely to be undeveloped.

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. Candidates will need to consider a range of factors as well as the reasons why statistics seem to show that criminality is apparently an activity of younger people. A range of factors and key thinkers can be included that may include Cohen, Merton, Chambliss Young and Pearce. 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) Describe, with two examples, what is meant by *anomie* in relation to crime and deviance.**

[9]

0

No relevant information offered.

Band 1 1-3

Candidates offer either:

a weak example of anomie with no relevant definition *or*  
a weak definition with no examples.

Band 2 4-6

Candidates offer either:

at least one example of anomie and a limited definition *or*  
a good definition without an example *or*  
good examples with no definition.

Band 3 7-9

Candidates offer 2 examples of anomie with a good definition.

Evaluation is not necessary to enter this mark band or to receive full marks.

**(b) Evaluate the view that crime and deviance is a necessary and inevitable feature of society.**

[16]

Band 1 0-4

In this band answers are likely to be unsubstantiated assertions that either agree or disagree with the proposition. Others may make the link to Functionalism but this will not be developed.

Band 2 5-8

Candidates may either accept or reject the proposition but in order to enter this mark band the answer must be supported. The most likely answers will be those that recognise the Functionalist view and make reference to Durkheim and collective conscience may well be made. If undeveloped answers see both sides of the debate then place 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. Evidence from both the conflict and the Functionalist theories will be made as well as other theories of both crime and deviance. Those candidates who consider both aspects, crime and deviance, in relation to conflicting views should be placed towards the top of the band. Key thinkers such as Chambliss, Young, Pearce, Cohen and Taylor amongst many others 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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**9 (a) Describe, with two examples, what is meant by *deskilling* in relation to work.**

[9]

0

No relevant information offered.

Band 1 1-3

Candidates offer either:

a weak example of deskilling with no relevant definition *or*  
a weak definition with no examples.

Band 2 4-6

Candidates offer either:

at least one example of deskilling and a limited definition *or*  
a good definition without an example *or*  
good examples with no definition.

Band 3 7-9

Candidates offer 2 examples of deskilling with a good definition.

Evaluation is not necessary to enter this mark band or to receive full marks.

**(b) Evaluate the view that patterns of employment reflect ethnic divisions in modern industrial societies.**

[16]

Band 1 0-4

In this band answers are likely to be unsubstantiated assertions that either agree or disagree with the proposition. Others may limit themselves to descriptions or lists of jobs that ethnic groups may do.

Band 2 5-8

Answers will agree or disagree with the proposition but answers in this band will be supported. There will be some discrimination between a range of different ethnic groups but in this band there will be a tendency to see ethnic groups as being solely associated with lowly positions.

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. To enter this band answers must be directed to modern industrial societies although it is valid to make comparisons to other societies. Candidates will show that ethnic groups can benefit as well as suffer from discrimination and can gain credit for using contemporary examples as well as empirical evidence. Key thinkers such as Rose and MacIntosh may be used. 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) Describe, with two examples, what is meant by *alienation* in the workplace.**

**[9]**

0

No relevant information offered.

Band 1 1-3

Candidates offer either:

a weak example of alienation with no relevant definition *or*  
a weak definition with no examples.

Band 2 4-6

Candidates offer either:

at least one example of alienation and a limited definition *or*  
a good definition without an example *or*  
good examples with no definition.

Band 3 7-9

Candidates offer 2 examples of alienation with a good definition.

Evaluation is not necessary to enter this mark band or to receive full marks.

**(b) Evaluate the view that the use of new technology in the workplace improves the lives of employees.**

**[16]**

Band 1 0-4

In this band answers are likely to be unsubstantiated assertions that either agree or disagree with the proposition. Alternatively answers may offer descriptions/lists of the types of technologies that may be found in industries.

Band 2 5-8

Answers are likely to either agree or disagree with the proposition but in this band the answer will be supported. If the candidate shows that there is a debate here but one side of the argument is undeveloped or unsupported they should be placed 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 should clearly demonstrate that the possibility for both to happen is there but that what improves lifestyle is more complex than just the technology employed in work. Useful reference may be made of key thinkers such as Parker. 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) Describe, with two examples, what is meant by *media amplification*.**

**[9]**

0

No relevant information offered.

Band 1 1-3

Candidates offer either:

a weak example of media amplification with no relevant definition *or*  
a weak definition with no examples.

Band 2 4-6

Candidates offer either:

at least one example of media amplification and a limited definition *or*  
a good definition without an example *or*  
good examples with no definition.

Band 3 7-9

Candidates offer 2 examples of media amplification with a good definition.

Evaluation is not necessary to enter this mark band or to receive full marks.

**(b) 'In modern industrial societies the mass media reflects fairly the range of political opinion among the public.' Assess this view.**

**[16]**

Band 1 0-4

In this band answers are likely to be unsubstantiated assertions that either agree or disagree with the proposition. Other answers may concentrate on describing the types of media available.

Band 2 5-8

Answers will, generally, either accept or reject the proposition but this will be supported. Candidates are most likely to offer conflict and/or pluralist theory as evidence but if they do both and one is unsupported then place 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 sides of the debate will be covered most likely from the manipulative/pluralist/hegemonic views of the way the mass media operates in relation to the political process. Some of the key thinkers that may feature in answers are Murdock and Golding, GMG, Rosengren and Windahl. 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) Describe, with two examples, *cultural effects* produced by the mass media.**

**[9]**

0

No relevant information offered.

Band 1 1-3

Candidates offer either:

a weak example of a cultural effect with no relevant definition *or*  
a weak definition with no examples.

Band 2 4-6

Candidates offer either:

at least one example of a cultural effect and a limited definition *or*  
a good definition without an example *or*  
good examples with no definition.

Band 3 7-9

Candidates offer 2 examples of cultural effects with a good definition. Evaluation is not necessary to enter this mark band or to receive full marks.

**(b) 'The mass media is responsible for growing levels of violent behaviour in modern industrial societies.' Assess this view.**

**[16]**

Band 1 0-4

In this band answers are likely to be unsubstantiated assertions that either agree or disagree with the proposition. Other answers may decry the apparently high levels of violent behaviour in modern societies and hark back to supposedly more peaceful times.

Band 2 5-8

Answers will either accept or reject the proposition but the answer will be supported. If both sides of the debate are covered, but one or both are undeveloped, then place towards 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. To be placed in this band it must be clear that candidates are describing or analysing modern industrial societies. The research into the links between the mass media and violence is extensive and such key thinkers as Halloran and Katz 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.