

# UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Subsidiary and Advanced Level

## MARK SCHEME for the June 2005 question paper

### 9699 SOCIOLOGY

9699/02

Paper 2 (Data Response),  
maximum raw mark 50

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. This 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*.

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

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



**Grade thresholds** taken for Syllabus 9699 (Sociology) in the June 2005 examination.

	maximum mark available	minimum mark required for grade:		
		A	B	E
Component 2	50	41	38	27

The thresholds (minimum marks) for Grades C and D are normally set by dividing the mark range between the B and the E thresholds into three. For example, if the difference between the B and the E threshold is 24 marks, the C threshold is set 8 marks below the B threshold and the D threshold is set another 8 marks down. If dividing the interval by three results in a fraction of a mark, then the threshold is normally rounded down.

June 2005

**GCE AS/A LEVEL**

MARK SCHEME

MAXIMUM MARK: 50

SYLLABUS/COMPONENT: 9699/02

SOCIOLOGY

Data Response



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1. Sociologists emphasise the importance of socialisation, rather than biological instinct, as the key to understanding human behaviour. They point out that learning plays an essential part in creating social beings and that this takes place primarily through interaction with others. Individuals begin at an early age to become aware of the existence of others and to take this knowledge into account as they form their own identities. The family plays a crucial part in this process. For example, it is usually through interaction with other family members that a child first becomes aware of his or her gender identity and learns to recognise the norms and values that define how people of each gender are expected to behave in society.

(a) What is meant by the term *socialisation*? [2]

Two marks for a clear and accurate definition, such as: 'the social process by which people learn norms and values and a distinct sense of self'. One mark for a partial definition.

(b) Describe *two* examples of gender socialisation within the family. [4]

Wide range of possible examples, such as different dress codes, toys, games, forms of discipline and regulations for girls and boys. One mark for the example plus one mark for development (2 x 2 marks).

(c) Explain how a child learns to interact with other people. [8]

0-4 Answers at this level are likely to be based on a few mostly commonsense observations about the way a child learns to interact with other people. Broad accounts of socialisation with few links to the question are also likely to feature in this band.

5-8 Answers at this level will demonstrate a good understanding of the question, with links to relevant sociological material such as G. H. Mead's account of how children learn through interaction with others. Well-chosen references to psychological theories of cognitive development, such as the work of Piaget, may also provide a relevant backdrop for answering the question. At the top of the band the explanation will be detailed and well focused on the importance of the interaction process itself.

(d) Assess the claim that sociologists have exaggerated the importance of socialisation in shaping human behaviour. [11]

0-4 Answers at this level are likely to show little or no appreciation of the issues raised by the question. A few descriptive comments about the concept of socialisation demonstrating some basic sociological understanding, but with no further development, may be worth 3 or 4 marks.

5-8 Answers that are limited solely or mainly to a sound account of the functionalist theory of socialisation would merit the lower part of this band. Higher in the band other theories of socialisation may feature alongside or in place of the functionalist theory. Answers may tend to assume that socialisation is a key factor in shaping human behaviour rather than attempting to demonstrate this point explicitly and/or to challenge it in some way. If there is any explicit assessment, it may be carried through a simple account of the cases of so-called feral children.

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9-11 Answers will demonstrate a good understanding of the concept of socialisation and will also attempt to assess its importance in shaping human behaviour. Lower in the band the assessment may be confined to a few arguments and/or some evidence supporting the idea that socialisation is a major factor shaping human behaviour. Feral children may figure in this, as may examples of cross-cultural and/or historical diversity in forms of human behaviour. Durkheim's theory of suicide may also be used, as Durkheim intended it, to demonstrate the importance of social forces in shaping human behaviour. At the top of the band, the assessment may also reveal an understanding of the grounds on which it may be said that some sociologists have exaggerated the importance of socialisation. This may take the form of a critique of structural theories with their tendency to be over-deterministic or possibly links with non-sociological accounts of human behaviour, such as those in biology and psychology, may be developed. A post-modernist critique of the concept of socialisation may also figure and would certainly be very relevant.

- 2 An experiment is used typically to test a hypothesis by controlling a variable in order to discover which factor or factors are important in bringing about an effect. Experimental results are usually presented in numeric, quantifiable form. Correlations and causation can be identified, and the method is regarded as having a high degree of reliability.**

**To better control and isolate the different variables, experiments often take place in a laboratory. However, the use of laboratory research in sociology raises complex ethical and practical issues. Field experiments are a less problematical alternative. Rosenthal and Jacobson (1968) used the field experiment approach in a widely cited study examining the importance of teachers' attitudes on pupils' performance.**

- (a) What do sociologists mean by the term *reliability*? [2]**

Reliability refers to whether the same results would be produced if the research procedure were to be repeated. Two marks for a clear, accurate definition; one mark for a partial definition.

- (b) Describe *two* problems in using a laboratory setting to study people. [4]**

A range of potential problems arise with laboratory experiments, covering theoretical, practical and ethical issues. One mark per problem plus one mark for development (2 x 2 marks).

- (c) Explain why a sociologist may choose to use experiments as a research method. [8]**

0-4 One or two reasons simply stated may be worth 3 or 4 marks. Lower in the band answers will lack any reference to the *reasons* why a sociologist may choose to use experiments.

5-8 A number of appropriate reasons will be clearly identified at this level. These may include points such as: ease of controlling and manipulating variables; ability to identify causation; reliability; scientific status of the research method; appropriate for the subject being studied; accords with the sociologist's theoretical perspective; etc. At the top of the band, the reasons given will be well developed and show very good sociological understanding.

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**(d) Assess the claim that in sociological research quantitative data is superior to qualitative data. [11]**

0-4 A few simple points about the use of quantitative data in sociological research is all we may expect at this level. Answers will demonstrate very little understanding of the requirements of the question.

5-8 One type of answer at this level would take the form of a general descriptive account of the positivist perspective. If this were complemented by a review of the anti-positivist position, the top of the band may be triggered. There will be little or no explicit assessment at this level.

9-11 Candidates will demonstrate a good understanding of the distinction between quantitative and qualitative data, and will identify the strengths and limitations of both types of data. There will also be a concerted attempt at assessment, and this will be incisive and well developed at the top of the band.

**3 Equality of opportunity through the education system has long been seen as a way of allowing the most able to rise to the top positions in society. A social system in which status is achieved through ability and effort is known as a meritocracy. Such a system requires that inherited advantages and ascribed characteristics, such as age, class, gender, play no part in determining the distribution of people between different social positions. A meritocracy may also therefore be described as an ‘open society’, with no barriers to what a person can achieve other than his or her own ability and willingness to work hard. How far a meritocracy exists in any society today is a matter of debate. In order to measure the degree of ‘openness’ in society, sociologists often use studies of social mobility.**

**(a) What is meant by the term *social mobility*? [2]**

Social mobility refers to the movement – usually of individuals but sometimes of whole groups - between different positions within the system of social stratification. Two marks for a clear and accurate definition; one mark for a partial definition.

**(b) Describe two ways in which a person may attain a higher position in society. [4]**

There are various means through which a person may attain a higher position in society, such as: through educational qualifications; marriage; entrepreneurial activity; career progression; winning the lottery; etc. One mark for each means plus one mark for development (2 x 2 marks).

**(c) Explain why females may have fewer opportunities than males to achieve upward social mobility. [8]**

0-4 A response based on a few mostly commonsense points is what we might expect at this level. Alternatively, a list-like answer covering a few relevant sociological points/studies may be worth 3 or 4 marks.

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5-8 A basic account of relevant feminist theories is likely to feature lower in the band. A more developed or sophisticated response along these lines would merit 7 or 8 marks. Reasons why females may have fewer opportunities than males to achieve upward social mobility include, for example: sexual discrimination in the workplace; gender inequality in schooling; influence of gender stereotyping and socialisation into traditional gender roles; the dual labour market; male dominated informal networks in the public sphere; etc.

**(d) Assess the claim that ability and effort is the key to achieving higher status positions in society. [11]**

0-4 A few commonsense observations about the relationship between ability/effort and social achievement may merit 3 or 4 marks. Generally, answers at this level will show little or no understanding of the question.

5-8 A few random points of a broadly sociological nature that fit the question would deserve 5 or 6 marks. Higher in the band the answer will demonstrate a basic understanding of the meritocracy thesis, whether or not the specific term is used. There may be little or no assessment at this level.

9-11 A sound understanding of the meritocracy thesis will be demonstrated and there will be an attempt to assess it using relevant empirical evidence and/or contrasting theoretical perspectives. At the top of the band, the assessment will be explicit and sustained.