

**MARK SCHEME for the May/June 2009 question paper  
for the guidance of teachers**

<b>9699/03</b>	<b>9699 SOCIOLOGY</b> Paper 3 (Essay 2), maximum raw mark 75
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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 must be read in conjunction with the question papers and the report on the examination.

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

CIE is publishing the mark schemes for the May/June 2009 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

- (i) 0 no relevant definition  
1 weak attempt with little sociological reference  
2 accurate but limited definition  
3 accurate sociological definition
- (ii) up to 3 marks available for each example **either**  
0 no relevant example offered  
1 an example identified  
2 an example identified and a limited description offered  
3 an example identified and described accurately

**or** 1 mark for each clearly identified example, maximum of 2 available and 1–4 marks available for answers that may offer one description but which accurately describes both examples.

### SECTION B

#### 0–4 marks

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

#### 5–8 marks

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

#### 9–12 marks

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

#### 13–16 marks

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

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

- 0 no attempt to define matriarchy
- 1 explained in a simplistic way such as 'mothers'
- 2 the meaning of matriarchy is further expanded by showing wider understanding, but this may not be linked to sociological examples but rather by describing a specific family or families as opposed to a matriarchal system
- 3 an accurate sociological definition of a matriarchal system, such as the Nayar, or a specific example of a matriarchal family, but the answer may be theoretical and does not have to contain examples

(ii) Identify and briefly describe *two* examples of matriarchal families. [6]

Up to 3 marks to be awarded for **each** example such as Nayar, New World Black Family or any other female headed system

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

There is no requirement for this part of the answer to contain evaluation.

(b) Evaluate the view that in modern industrial societies men no longer dominate family life. [16]

Band 1 0–4 marks

In this mark band candidates may wish to support or reject the proposition uncritically. Others may attempt to justify relationships that do exist with no reference to the question.

Band 2 5–8 marks

In this band the candidate will either offer a supported defence of the proposition that women are no longer subjugated in families and this may be supported either by theory or empirical data. Others can argue that patriarchal domination is still in existence. Candidates who note that there may be a debate but who do not develop this will gain a mark at the top of the band. In this band there may well be confusion in answers between families and society.

Band 3 9–12 marks

Answers show a more thorough understanding of the question and are supported with a good range of material. There will be a thorough exploration of both the arguments for increased equality in families as well as evidence for the continuation of patriarchy. Candidates may be rewarded for including details about society in general but in this band they should be clear that the question is asking about families and not society in general. Useful reference may be made to the work of such key thinkers as Delphy & Leonard, Somerville, Barrett & McIntosh, Young & Willmott. Evaluation in this mark band may be implicit.

Band 4 13–16 marks

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) (i) Define the term *extended family*. [3]**

- 0 no attempt to define the extended family
- 1 the extended family is explained in a simplistic way such as 'mothers and fathers'
- 2 the meaning of extended family is further expanded by showing wider understanding such as 'wider family members' but this may not be linked to sociological understanding
- 3 an accurate sociological definition of the extended family is shown as households who contain kin beyond the nuclear family, but this may be purely theoretical and does not have to contain examples or a description of wider family kinship groups

**(ii) Identify and briefly describe *two* examples of family structure *other than the extended family*.**

Up to 3 marks to be awarded for **each** example such as reconstituted, matriarchal, nuclear, patriarchal

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

There is no requirement for this answer to contain evaluation.

**(b) Evaluate the view that there is no single dominant family structure (such as the cereal packet family) in modern industrial societies. [16]**

**Band 1 0–4 marks**

In this mark band candidates may wish to support or reject the proposition uncritically. They may offer a list of functions that 'good' families are supposed to have. Answers which confine themselves to traditional societies and/or confuse with modern industrial societies should be placed in this mark band.

**Band 2 5–8 marks**

In this band candidates will either support or reject the proposition outlined in the question. There may be some confusion about which societies should be referred to in answers and candidates in this band may refer to traditional societies. Others may struggle with the concept of dominant family structures. Candidates who note that there may be a debate but who do not develop this will gain a mark at the top of the mark band.

**Band 3 9–12 marks**

Answers show a more thorough understanding of the question and are supported with a good range of material. There may well be some debate about the meaning of 'traditional' and the nature of diversity will be explored. Any reference to traditional societies will be purely to outline the differences between them and modern industrial societies. Key thinkers such as Nicholson, Young & Willmott, Parsons, Laslett and Anderson may be usefully referred to. Evaluation in this mark band may be implicit.

**Band 4 13–16 marks**

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

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

- 0 no attempt to define social solidarity
- 1 social solidarity is explained in a simplistic way such as 'being the same'
- 2 the meaning of social solidarity further expanded by showing wider understanding such as people in society sharing views, but this may not be linked to sociological understanding
- 3 an accurate sociological definition of social solidarity as the consensus in society brought about by shared norms and values is given, but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe *two ways in which education may contribute to social solidarity*. [6]

Up to 3 marks to be awarded for **each** example such as discipline, socialisation, rules, assembly, rewards, hidden curriculum

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

There is no requirement for this answer to contain evaluation.

(b) Evaluate the view that education systems in modern industrial societies are meritocratic. [16]

Band 1 0–4 marks

In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may describe education systems or the role that they may have.

Band 2 5–8 marks

In this band answers will either be a supported defence of the proposition most probably based on the work of such key thinkers as Davies and Moore. An alternative answer will be one that disputes the question, most probably from a Marxist viewpoint. Candidates who note that there may be a debate but who do not develop this will gain a mark at the top of the band.

Band 3 9–12 marks

Answers show a more thorough understanding of the question and are supported with a good range of material. Not only will there be a detailed analysis of the Marxist/Functionalist debate but also credit can be given for use of a range of other factors such as ethnicity and gender. The use of key thinkers such as Davis & Moore, Keddie, Coard, Bynner & Joshi should be credited. Evaluation in this mark band may be implicit.

Band 4 13–16 marks

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) (i) Define the term *cultural reproduction*. [3]

- 0 no attempt to define cultural reproduction
- 1 cultural reproduction explained in a simplistic way such as 'your culture'
- 2 the meaning of cultural reproduction is further expanded by showing wider understanding but this may not be linked to sociological information
- 3 an accurate sociological definition of cultural reproduction as the passing on of social position and status in society to the next generation in order to maintain the position of the ruling groups in society is given. This may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe *two* examples of the way in which education may act as a means of cultural reproduction. [6]

Up to 3 marks to be awarded for **each** example such as different schools, life chances, control of the curriculum, branching points, cultural capital

- 0 no example offered
- 1 an example of a form of cultural reproduction is offered with no description
- 2 as above plus a limited description of the identified process
- 3 an example of cultural reproduction is offered plus a description that shows accurate sociological understanding of the process

There is no requirement for this answer to contain evaluation.

(b) 'Teachers remain the most important influence on pupil achievement.' Assess this view. [16]

Band 1 0–4 marks

In this mark band candidates may wish to uncritically support or reject the proposition that teachers do or do not have this power. Other answers may ignore the question and talk about other factors such the role of education or its possible benefits.

Band 2 5–8 marks

In this band the answer will either be a supported defence or challenge to the question. Candidates in this band may well note the Interactionist reference and these are most likely to support the view. Others may reject it and offer material factors or a conflicting perspective as a challenge to the proposition. Candidates who note that there may be a debate but who do not develop this will gain a mark at the top of the mark band.

Band 3 9–12 marks

Answers show a more thorough understanding of the question and are supported with a good range of material. There will be a developed assessment of the question with both an exploration of the Interactionist view of the role of teachers on levels of achievement as well as a range of other views. Work of key thinkers such as Hargreaves, Cicourel & Kitsuse, Rosenthal & Jacobson, Ball, Keddie and Woods can be usefully referred to as well as key thinkers from other perspectives. Evaluation in this mark band may be implicit.

Band 4 13–16 marks

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

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5 (a) (i) Define the term *marginality* in relation to religion. [3]

- 0 no attempt to define marginality
- 1 marginality defined in a simplistic way such as 'at the edge'
- 2 the meaning of marginality is further expanded by showing wider understanding, such as not in the mainstream, but this may not be linked to sociological knowledge
- 3 an accurate sociological definition of religious marginality such as those individuals who are not included in the mainstream of society and seek refuge in minority religious groups, but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe *two* examples of marginal religious groups. [6]

Up to 3 marks to be awarded for **each** example such as by income, ideas, age, ethnicity and gender

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

There is no requirement for this answer to contain evaluation.

(b) Evaluate the view that religious movements encourage social change. [16]

Band 1 0–4 marks

In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may argue that the problems of the world are caused by not following religious principles fully or that following religious principles causes the problems of the world.

Band 2 5–8 marks

In this band there will either be a supported defence of the question or a challenge to it. Evidence can be either from theory or from empirical data but if theory is used it will most likely rely on classical theorists. In this band answers will most likely concentrate on the work of Weber. Candidates who note that there may be a debate but who do not develop this mark will be at the top of the mark band.

Band 3 9–12 marks

Answers show a more thorough understanding of the question and are supported with a good range of material. Not only will there be a detailed analysis of how religion can encourage change with such examples as liberation theology but there will also be an assessment of the way in which it can encourage continuity. Classical theorists can be referred to with credit as well as more contemporary theorist such as Taylor, Nelson and McGiure. Some candidates may usefully include information about religious revivalism. Evaluation in this mark band may be implicit.

Band 4 13–16 marks

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



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6 (a) (i) Define the term *religious pluralism*. [3]

- 0 no attempt to define religious pluralism
- 1 religious pluralism explained in a simplistic way such as 'lots of religions'
- 2 the meaning of religious pluralism further expanded by showing wider understanding of the concept as based on an individual society but this may not be linked sociological knowledge
- 3 an accurate sociological definition of religious pluralism, but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe *two* examples of societies where there is religious pluralism. (6)

Up to 3 marks to be awarded for **each** example that demonstrates an understanding of a society in which religious pluralism exists. In some ways this could be almost any society but the candidate must show that they know the specific society and name the religions that have a substantial presence there e.g. Britain with Christian and Muslim populations. Societies that do not tolerate other religions can not be offered e.g. Iran.

- 0 no example offered
- 1 a country is identified but no detail is offered
- 2 as above plus a limited description of the religions found there
- 3 a country is identified plus a description that shows accurate sociological understanding of plurality

There is no requirement for this answer to contain evaluation.

(b) Evaluate the feminist view that religion primarily serves the interests of men. [16]

Band 1 0–4 marks

In this mark band candidates may wish to support or reject the proposition uncritically. There may be answers that offer religious justifications for the situation that exists.

Band 2 5–8 marks

In this mark band candidates may either argue that patriarchy no longer holds sway over religion and may quote such developments as women clergy to support their answer. Others may argue that women do not have the same position or access to religion as men and that it is still used as a form of social control. Candidates who note that there may be a debate but who do not develop this will gain a mark at the top of the mark band.

Band 3 9–12 marks

Answers show a more thorough understanding of the question and are supported with a good range of material. Credit can be given to the use of such key thinkers as Giddens, Armstrong, Bruce, Holm, de Beauvoir and El Saadawi. Evaluation in this mark band may be implicit.

Band 4 13–16 marks

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



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7 (a) (i) Define the term *status frustration*. [3]

- 0 no attempt to define status frustration
- 1 status frustration explained in a simplistic way such as 'being angry'
- 2 the meaning of status frustration is further expanded by showing wider understanding of it being linked to low social position but, this may not be linked to sociological knowledge
- 3 an accurate sociological definition of status frustration is given that shows an understanding of social position and its limitations, but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe *two* examples of how status frustration may lead a person to commit crime. [6]

Up to 3 marks to be awarded for **each** example such as lack of resources and opportunities for legitimate success leading individuals to seek other means. Examples **must** relate to crime and not to deviance.

- 0 no example offered
- 1 an example of how the process works such as 'being poor' is identified but no detail is offered
- 2 as above plus a limited description of how that situation may result in crime
- 3 an example of how crime results is identified plus a description that shows accurate sociological understanding

There is no requirement for this answer to contain evaluation.

(b) Assess the view that high crime rates can be explained entirely in terms of deviancy amplification. [16]

Band 1 0–4 marks

In this mark band candidates may wish to support or reject the proposition uncritically. Most likely this will take the form of agreement and may identify groups who are perceived as criminal but with no development or explanation.

Band 2 5–8 marks

In this mark band there may be some confusion between crime and deviance, most candidates will note the Interactionist reference in the question and give an uncritical support of that. Others may reject Interactionism in favour of other explanations. Candidates who note that there may be a debate, or those who identify different social groups, but who do not develop this will gain a mark at the top of the mark band.

Band 3 9–12 marks

Answers show a more thorough understanding of the question and are supported with a good range of material. In this band candidates will concentrate on crime and not confuse their answer with information about deviance. There will be a thorough assessment of the Interactionist view that can be supported with the work of such key thinkers as Becker, Young, Lemert and Plummer. A range of other theories such as conflict, left realism and new right can also be credited. Evaluation in this mark band may be implicit.

Band 4 13–16 marks

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

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8 (a) (i) Define the term *deviant career*. [3]

- 0 no attempt to define deviant career
- 1 deviant career explained in a simplistic way such as 'deviant job'
- 2 the meaning of deviant career further expanded by showing wider understanding based on different sorts of behaviour, but this may not be linked to sociological knowledge
- 3 an accurate sociological definition of a deviant career as 'a process by which an individual ends in a deviant group and accepts the deviant identity', but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe *two* examples of the way in which social control may discourage deviance. [6]

Up to 3 marks to be awarded for **each** example such as police, community pressure, families, education, religion.

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

There is no requirement for this answer to contain evaluation.

(b) 'The most important influence on crime rates is the power of ruling groups'. Assess this view. [16]

Band 1 0–4 marks

In this mark band candidates may wish to support or reject the proposition uncritically. Others may offer reasons or lists of why crime should not be committed.

Band 2 5–8 marks

In this mark band there will either be a supported agreement or disagreement with the question. Some candidates may argue from a conflict theory perspective that crime results from the power of the ruling class to label certain behaviours as such. Others may look at other explanations such as the functionalist need for social solidarity. Candidates who note that there may be a debate but who do not develop this will gain a mark at the top of the mark band. In this band there may be some confusion between crime and deviance.

Band 3 9–12 marks

Answers show a more thorough understanding of the question and are supported with a good range of material. Candidates will clearly show that there are a variety of explanations that can be used to explain the existence of crime and use can be made of such as Taylor, Walton & Young, Wilson, Cohen and Murray. In this band there will be a focus on crime and no confusion with deviance. Evaluation in this mark band may be implicit.

Band 4 13–16 marks

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

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9 (a) (i) Define the term *alienation*. [3]

- 0 no attempt to define alienation
- 1 alienation explained in a simplistic way such as 'feeling strange'
- 2 the meaning of alienation further expanded by showing wider understanding of the concept as the result of labour, but this may not be linked to sociological knowledge
- 3 an accurate sociological definition of alienation is offered that identifies the Marxist element of the concept, but this may be purely theoretical and does not have to contain examples

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

Up to 3 marks to be awarded for **each** example such as pace, control, normlessness, mechanisation, automation.

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

There is no requirement for this answer to contain evaluation.

(b) Evaluate the view that in modern industrial societies bureaucracy remains the most efficient type of organisation. [16]

Band 1 0–4 marks

In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may describe different types of organisations.

Band 2 5–8 marks

In this band the candidate will either accept or reject the proposition but this answer will be supported by reference to such key thinkers as Weber. Candidates who note that there may be a debate but who do not develop this will gain a mark at the top of the mark band.

Band 3 9–12 marks

Answers show a more thorough understanding of the question and are supported with a good range of material. An analysis of the strengths of bureaucratic systems will be given as well as an assessment of their weaknesses. In this mark band candidates will concentrate on modern industrial societies and not other societies that had bureaucratic systems. Credit the work of key thinkers such as Blauner, Goldner, Gallie, Taylor and Braverman. Evaluation in this mark band may be implicit.

Band 4 13–16 marks

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

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

- 0 no attempt to define leisure
- 1 leisure explained in a simplistic way such as 'not working'
- 2 the meaning of leisure further expanded by showing wider understanding as related to a range of activities, but this may not be linked to sociological understanding
- 3 an accurate sociological definition of leisure as those activities that are non compulsory that individuals have a level of freedom over their choice, but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe *two* problems in defining the term work. [6]

Up to 3 marks to be awarded for **each** example such as levels of compulsion and enjoyment, time and place.

- 0 no example offered
- 1 a problem is identified
- 2 as above plus a limited description of the problem
- 3 a problem is identified plus a description that shows accurate sociological understanding of the ways in which the meaning of work activities can be interpreted in different ways

There is no requirement for this answer to contain evaluation.

(b) Evaluate the view that work is the most important influence on social identity. [16]

Band 1 0–4 marks

In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may describe what an identity is.

Band 2 5–8 marks

In this band there will be either a supported acceptance or rejection of the proposition. Candidates who note that there may be a debate but who do not develop this will gain a mark at the top of the mark band. Useful reference can be made to such key thinkers as Parker.

Band 3 9–12 marks

Answers show a more thorough understanding of the question and are supported with a good range of material. A range of ways in which identity can be formed will be made and use will be made of such key thinkers as Roberts and Gershuny. In this mark band useful comparison can be between traditional and modern industrial societies in the way in which identity is formed as well as references to unemployment, gender, ethnicity and class. Evaluation in this mark band may be implicit.

Band 4 13–16 marks

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

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11 (a) (i) Define the term *globalisation* in relation to the mass media. [3]

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

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

Up to 3 marks to be awarded for **each** example CNN, Rupert Murdoch, BBC.

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

There is no requirement for this answer to contain evaluation.

(b) Evaluate the pluralist view that the mass media reflects audience opinion. [16]

Band 1 0–4 marks

In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may well describe different types of audiences.

Band 2 5–8 marks

In this band the candidate will either argue that the mass media does or does not reflect the opinion of its audience. Most likely a defence will draw upon the pluralist view whilst others may argue that the media acts as a means of ideological control from a conflict theory perspective. Candidates who note that there may be a debate but who do not develop this will gain a mark at the top of the mark band.

Band 3 9–12 marks

Answers show a more thorough understanding of the question and are supported with a good range of material. In this band not only will the candidate outline the argument for the media as a means of reflection but also views of other key thinkers such as Whale, Hall and the GMG as well as explore the pluralist/conflict debate. Evaluation in this mark band may be implicit.

Band 4 13–16 marks

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

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

- 0 no attempt to define cultural effects
- 1 cultural effects explained in a simplistic way such as 'results of watching'
- 2 the meaning of cultural effects explained by showing wider understanding, but this may not be linked to sociological information
- 3 an accurate sociological definition of cultural effects as a long term change in beliefs or actions stemming from information given by the media, but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe *two* examples of the way in which the audience may use the mass media other than for entertainment. [6]

Up to 3 marks to be awarded for each example such as diversion, personal identity, personal relationships, information.

- 0 no example offered
- 1 an example of a use is identified but no detail is offered
- 2 as above plus a limited description of the identified use
- 3 an example of a use is identified plus a description that shows accurate sociological understanding based on the work of McQuail (but it is not a necessary part of the answer to name him)

There is no requirement for this answer to contain evaluation.

(b) Evaluate the view that 'uses and gratifications' theory fully explains how people are affected by the mass media. [16]

Band 1 0–4 marks

In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may describe the role that they believe the mass media perform in society.

Band 2 5–8 marks

In this mark band there will be either a supported acceptance or rejection of the proposition. A defence of the uses and gratifications theory is most likely to be supported by the views of such key thinkers as McQuail. Those candidates who reject it in favour of other theories are likely to make use of such key thinkers as Marcuse. Candidates who note that there may be a debate but who do not develop this will gain a mark at the top of the mark band.

Band 3 9–12 marks

Answers show a more thorough understanding of the question and are supported with a good range of material. Not only will there be an accurate assessment of the value of the use and gratifications theory but also a range of alternatives will be assessed. Useful reference can be made to the work of such theorists as McQuail, Marcuse, Bandura, Katz & Lazarsfeld, Fiske, Morley and Baudrillard as well as other theoretical models of audience use. Evaluation in this mark band may be implicit.

Band 4 13–16 marks

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.