

**MARK SCHEME for the May/June 2012 question paper  
for the guidance of teachers**

**9699 SOCIOLOGY**

**9699/31**

Paper 3 (Social Change and Differentiation),  
maximum raw mark 75

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

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

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

- No attempt to define reconstituted family. (0)
- Reconstituted family explained in a simplistic way such as a 'new family'. (1)
- The meaning of a reconstituted family further expanded by showing a wider understanding as a family that has been remade from other pieces. (2)
- An accurate sociological definition of a reconstituted family is given as a family that is formed when either or both of the parents of a first marriage divorce and remarry a partner who may or may not already have children thereby forming a new family unit; but this definition does not have to contain examples. (3)

**(ii) Identify and briefly describe two types of family which are not reconstituted. [6]**

- Examples include extended families, nuclear families, modified extended family, polygamous family, matriarchal/matrifocal family, same sex union with own children and single parent families. Do not accept step family. (0)
- No example is offered. (0)
- An example of another family type such as single parent is identified but no detail is given to support it. (1)
- As above plus a limited description of the named example such as a single parent family where there is only a mother or father. (2)
- An example of another family type is identified plus a description that shows accurate sociological understanding and knowledge of the named example such as a single parent family (identification) where there is only a mother or father in the household responsible for all children's needs (development). (3)(1 + 2)  
(3 × 2)

**(b) To what extent are family structures increasingly diverse today? [16]**

In this mark band candidates may support or reject the proposition posed in the question uncritically. Others may attempt to describe different types of households with little or no reference to the question. Other types of answers may argue that the proposition is false and support this by the argument that one type of family is dominant, but in this mark band these comments will be vague. Answers in this mark band will be characterised by assertion. (0–4)

In this mark band candidates may offer a supported defence of the proposition posed in the question, this defence can be from theoretical or empirical data. Support is likely to be from the view that single parent and ethnic family types account for diversity. Other types of answers may argue that the proposition is false and support this by arguing that either the nuclear or extended family is universal. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band. (5–8)

In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of both arguments that the nuclear family is universal or dominance of the nuclear family type as well as the variety of family types that can exist in society. The answers will address the 'to what extent in the question'. Work can be supported by a variety of key thinkers such as Willmott and Young, Anderson, Liebow, Gonzalez and many others including post-modernist views of fragmentation and the work of such key thinkers as David Cheal. Evaluation in this mark band will exist but may be limited. (9–12)

In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, which at its best, will be detailed leading to a balanced conclusion. (13–16)

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2 (a) (i) Define the term *domestic division of labour*. [3]

- No attempt to define domestic division of labour. (0)  
Domestic division of labour is explained in a simplistic way such as 'house work'. (1)  
The meaning of domestic division of labour is further expanded by showing a wider understanding as that work which is undertaken in the home by men and women. (2)  
An accurate sociological definition of domestic division of labour is given as the work that is carried out in the home that is usually divided along gender lines with female undertaking the expressive tasks and males the instrumental such as DIY or may define it in terms of the new man and gender tasks relating to the division of labour being divided more equally but this definition does not have to contain examples. (3)

(ii) Identify and briefly describe two characteristics of the instrumental role. [6]

- Examples include economic provision and authority/leadership, external activities answers should outline characteristics and not give specific examples of the way the role is performed. Allow historically correct examples as well as examples from different cultures.  
No characteristics are offered. (0)  
A characteristic of the instrumental role is identified such as wage earning but no detail is given to support it. (1)  
As above plus a limited description of the named characteristic such as one partner is responsible to provide for the provision of the family usually by earning a wage. (2)  
An example of a characteristic is identified plus a description that shows accurate sociological understanding and knowledge such as being the economic provider for the family (identification) so that one partner, usually the male, is responsible for providing for the family either through wage earning or other means such as farming (development). (3)(1 + 2)  
(3 × 2)

(b) Evaluate the functionalist theory that family structures adapt to meet the needs of the wider society. [16]

In this mark band candidates may accept that the functionalist theory is useful or not with little or no reference to the question. Other types of answers may argue that the proposition is false and support this by arguing that other theories are more useful but in this mark band answers will be characterised by assertion. (0–4)

In this mark band candidates are most likely to accept the theory as useful and support their answers by reference to functionalist theory in general and that of Parsons in particular. Others may reject the usefulness of the theory in favour of Marxist explanations or argue that it serves men. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band. (5–8)

In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of both arguments that industrial societies and nuclear families go well together and have supported the development of each other as well as reference to both historical and contemporary evidence of the wide variety of family structures both in pre-industrial and industrial societies. Better answers may differentiate the different feminist theories as well as the Marxist feminists. Others may use post-modernism and individual choice. Useful reference can be made to key thinkers such as Parsons and Goode as well as others such as Murdock, Zaretsky, Somerville and Laslett. Evaluation in this mark band will exist but may be limited. (9–12)

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In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, which at its best, will be detailed leading to a balanced conclusion. (13–16)

**3 (a) (i) Define the term *equality of opportunity* in relation to education. [3]**

No attempt to define equality of opportunity. (0)

Equality of opportunity explained in a simplistic way such as 'your opportunities'. (1)

The meaning of equality of opportunity is further expanded by showing a wider understanding such as having equal chances in education. (2)

An accurate sociological definition of equality of opportunity is given as when all pupils have equal opportunities to succeed in education but this definition does not have to contain examples. (3)

**(ii) Identify and briefly describe two ways in which teachers may discriminate against some pupils. [6]**

Examples include by streaming, SFP, labelling or any other valid example. These can be both positive and negative examples of discrimination.

No way is offered. (0)

A way is identified such as labelling but no detail is given to support it. (1)

As above plus a limited description of the named way such as labelling when a teacher might call a pupil stupid/bright. (2)

A way of discriminating is identified plus a description that shows accurate sociological understanding and knowledge such as teachers can discriminate through labelling (identification) by which they decide what a pupil is like from their observed characteristics and this can mean that the pupil is treated unfairly (development).

(3)(1 + 2)

(3 × 2)

**(b) Evaluate the usefulness of New Right theories in understanding educational inequality. [16]**

In this mark band candidates may support or reject the idea of usefulness posed in the question uncritically. Others may attempt to describe education systems with little or no reference to the question. Answers in this mark band will be characterised by assertion. (0–4)

In this mark band candidates may offer a supported defence of New Right theory, this defence can be from theoretical or empirical data. These types of answers are likely to quote from the educational reforms and influences like the 'great debate' about improvements introduced in standards to improve levels of equality. Other types of answers may argue that New Right theories are weak and support this by Marxist arguments about cultural reproduction. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band. (5–8)

In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of both arguments. Not only will there be an outline of New Right theory and the implications of this but also a critique of the economic basis of the theory and some consideration of the 'new divisions' in education. Key thinkers such as Chubb and Moe, Brown and Lauder and Ransom can be referred to with credit as well as other theorists on education. Useful reference can be made to such concepts as the needs of industry, competition, testing and marketisation. Evaluation in this mark band will exist but may be limited. (9–12)

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In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, which at its best, will be detailed leading to a balanced conclusion. (13–16)

**4 (a) (i) Define the term *elaborated code*. [3]**

- No attempt to define elaborated code. (0)
- Elaborated code explained in a simplistic way such as 'a large vocabulary'. (1)
- The meaning of elaborated code further expanded by showing a wider understanding such as having language like middle class people speak. (2)
- An accurate sociological definition of the elaborated code is given as the complex speech patterns which use formal language and grammatically complex sentences; associated with the work of Bernstein but this definition does not have to contain his name. (3)

**(ii) Identify and briefly describe two ways in which use of language may influence educational achievement. [6]**

- Examples include communication with teachers and other adults, more/less progress with reading, second language speakers, class associations and any other valid example.
- No examples are offered. (0)
  - An example is identified such as being a second language speaker or speaking slang but no detail is given to support it. (1)
  - As above plus a limited description of the named example such as being a second language speaker so you cannot understand what the teacher is saying. (2)
  - An example of an advantage is identified plus a description that shows accurate sociological understanding and knowledge such as pupils who speak a different mother tongue to the teachers (identification) will find it hard to understand what is going on so will fall behind other pupils (development). (3)(1 + 2)  
(3 × 2)

**(b) 'Those who shape the curriculum also determine which pupils will succeed and which fail.' Evaluate this claim. [16]**

In this mark band candidates may support or reject the proposition posed in the question uncritically. Others may attempt to describe different types of education systems or schools with little or no reference to the question. Answers in this mark band will be characterised by assertion. (0–4)

In this mark band candidates may offer a supported defence of the proposition posed in the question, this defence can be from theoretical or empirical data. A defence may argue that the proposition is true and support this by Marxist arguments that those who devise the curriculum ensure working class failure. Other types of answers may argue that the working class can now succeed. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band. (5–8)

In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of both arguments. Not only of the development of the New Right theories and their effects on conservative governments but the changes that were introduced like national curriculum, testing, competition and parental choice. These issues will be linked to which pupils achieve educational success. Useful reference can be made to the work of Chubb and Moe, Brown

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and Lauder, Allan and Crow and Ransom as well as other theorists. Some assessment will take place of this and its effects on inequality and use can be made of such concepts as 'the great debate', marketisation. Evaluation in this mark band will exist but may be limited. (9–12)

In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, which at its best, will be detailed leading to a balanced conclusion. (13–16)

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

No attempt to define ideology. (0)

Ideology explained in a simplistic way such as 'ideas or beliefs'. (1)

The meaning of ideology further expanded by showing a wider understanding such as a way of looking at and understanding the world or the beliefs that people follow. (2)

An accurate sociological definition of ideology is given as the set of ideas that emerges as a result of social solidarity (or culture), or a set of ideas that are imposed by a group which has the power to do so, but this definition does not have to contain examples. (3)

**(ii) Identify and briefly describe two ways in which religious beliefs may support patriarchal ideas in society. [6]**

Examples include any reference to practices which limit women or put men in superior positions such as the clergy, or reference to texts or ceremonies that do the same. Examples can be referenced to specific ideology or religiously approved action or such evidence as biblical references to men beating their wives. Other examples may use customs which impose or require certain types of dress or behaviour.

No examples are offered. (0)

An example such as rules about clothes, behaviour or moral judgements is identified but no detail is given to support it. (1)

As above plus a limited description of the named example women are expected to cover their hair. (2)

An example is identified plus a description that shows accurate sociological understanding and knowledge such as many religions do not allow women to participate in the same way as men (identification) this means that they are limited in what they can do and can be out of public view so that they seem less important (development).

(3)(1 + 2)

(3 × 2)

**(b) Evaluate the usefulness of feminist theories in understanding the role of religion in modern industrial societies. [16]**

In this mark band candidates may support or reject the proposition posed in the question uncritically. Others may attempt to describe the role that women may have within different religions with little or no reference to the question. Answers in this mark band will be characterised by assertion. (0–4)

In this mark band candidates may offer a supported defence of the proposition posed in the question, this defence can be from either theoretical or empirical data. In these answers there will be a description of how feminist writers have shown a different perspective on the way religion operates in society. Other types of answers may argue that the proposition is false and other theories are better. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band. (5–8)



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In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of both arguments. There will be consideration of the feminist view of the role of patriarchy in religion as well as the contribution to our understanding of the role of religion in society of other theories the best of which may refer to post modernism. Useful reference can be made to the work of key thinkers such as Giddens, Armstrong, Bruce, Holm, de Beauvoir, Woodhead, El Saadawi as well as the classical theorists. Evaluation in this mark band will exist but may be limited. (9–12)

In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, which at its best, will be detailed leading to a balanced conclusion. (13–16)

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

- No attempt to define religious diversity. (0)
- Religious diversity explained in a simplistic way such as 'different religions'. (1)
- The meaning of religious diversity further expanded by showing a wider understanding such as by having many religions. (2)
- An accurate sociological definition of religious diversity is given as the many religions and ways of worship that can exist legitimately within one society but this definition does not have to contain examples. (3)

**(ii) Identify and briefly describe two social functions of religion. [6]**

- Examples can include any reference to events that help create social solidarity or reference to comfort in times of stress or answering difficult questions. Some answers may talk about means of social control and this could be both formal and informal social control. Reference can be made to functionalist or Marxist theories but this is not a necessary part of the question. (0)
- No examples are offered. (0)
- An example of a social function is identified such as maintaining value consensus but no detail is given to support it. (1)
- As above plus a limited description of the named social function such as value consensus helps keep people together. (2)
- An example of a social function is identified plus a description that shows accurate sociological understanding and knowledge such as maintaining value consensus (identification) so that the people of a community share the same practices and develop the same beliefs so that they view the happenings of life in the same way (development). (3)(1 + 2)  
(3 × 2)

**(b) 'A person's social class has little influence on patterns of worship.' Evaluate this claim. [16]**

In this mark band candidates may support or reject the proposition posed in the question uncritically. Others may attempt to describe different types of social position with little or no reference to the question. Answers in this mark band will be characterised by assertion. (0–4)

In this mark band candidates may offer a supported defence of the proposition posed in the question, this defence can be from theoretical or empirical data. These types of answers are likely to look at another aspect linked to religiosity such as gender or ethnicity. Other types of answers may argue that the proposition is false and support this by reference to class.

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Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band. (5–8)

In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of both arguments that link social position to religious behaviour and patterns of worship as well as the other factors of class, ethnicity, locality and age. There may also be some consideration of the difficulties involved in understanding what worship symbolises. Useful reference can be made to the work of such key thinkers as Weber, Troeltsch, Starke and Bainbridge, Wilson, Bruce, Wallis, Heelas as well as many others. Evaluation in this mark band will exist but may be limited. (9–12)

In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, which at its best, will be detailed leading to a balanced conclusion. (13–16)

**7 (a) (i) Define the term *self-fulfilling prophecy* in relation to crime. [3]**

No attempt to define self-fulfilling prophecy. (0)

Self-fulfilling prophecy explained in a simplistic way such as 'seeing the future of crime'. (1)

The meaning of self-fulfilling prophecy further expanded by showing a wider understanding such as when the police expect certain people to commit crime. (2)

An accurate sociological definition of self-fulfilling prophecy is given as the way in which the agents of social control and the media by predicting and looking for deviant behaviour cause groups of individuals to conform to those predictions causing the prediction to be proved true, this definition does not have to contain examples but does have to be referenced to crime. (3)

**(ii) Identify and briefly describe two ways in which social agencies can define deviance. [6]**

Examples include any valid examples of a way in which any agency can describe deviance, examples should be in reference to the agencies of social control; but accept any answer which uses an agency which has the power to label the actions of groups. Such ways of looking at deviance can be crime, youthful high spirits, stereotypes attached to minority cultures or use the empirical evidence of a study such as Cohen's which labelled the mods and rockers as troublemakers. If two examples of the process are given the second must be clearly different from the first to gain full marks.

No examples are offered. (0)

An example of a way is identified such as the Saints but no detail is given to support it. (1)

As above plus a limited description of the named way such as the study that labelled the same behaviour of the Saints and the Roughnecks as different. (2)

An example of an interactionist study is identified plus a description that shows accurate sociological understanding and knowledge such as the study undertaken by Chambliss (identification) where he studied two groups the Saints and the Roughnecks and recorded how the bad behaviour of the Saints was ignored due to their social position but the behaviour of the Roughnecks was punished (development). (3)(1 + 2)

(3 × 2)



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**(b) Evaluate the strengths and limitations of left realism in explaining crime and deviance. [16]**

In this mark band candidates may dismiss the theories as not very useful or argue they are. Others may attempt to describe different types of crime with little or no reference to the question. Answers in this mark band will be characterised by assertion. (0–4)

In this mark band candidates may offer a supported defence of the usefulness of left realism, this defence can be from theoretical or empirical data. Other types of answers may argue that left realism lacks validity and justify this by reference to other theories. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band. (5–8)

In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of both sides of the argument, both of the strengths and limitations of left realism and other theories such as the New Right about the nature of crime and deviance. Useful reference can be made to the work of such key thinkers as Cicourel, Cohen, Merton, Miller and many more. Evaluation in this mark band will exist but may be limited. (9–12)

In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, which at its best, will be detailed leading to a balanced conclusion. (13–16)

**8 (a) (i) Define the term *primary deviance*. [3]**

No attempt to define primary deviance. (0)

Primary deviance explained in a simplistic way such as 'early or first crime'. (1)

The meaning of primary deviance further expanded by showing a wider understanding such as the first time deviance is committed. (2)

An accurate sociological definition of primary deviance is given as when individuals break the norms and values of their society but this behaviour has not been noted and so they do not become labelled deviant. (3)

**(ii) Identify and briefly describe two interactionist studies of crime or deviance. [6]**

Examples include any valid interactionist studies of criminal or deviant behaviours such as those by Lemert, Cohen, Young, Chambliss or the work of Becker and the Outsiders. Deviant can be interpreted in terms of from the group or from society.

No examples are offered. (0)

An example of an interactionist study is identified such as that of Young but no detail is given to support it. (1)

As above plus a limited description of the named study such as Young showed how a group of hippies were turned into drug users. (2)

An example of an interactionist study is identified plus a description that shows accurate sociological understanding and knowledge such as the study undertaken by Young (identification) where he studied hippies in Notting Hill and showed how the behaviour of the police turned them into isolated drug users (development). (3)(1 + 2)

(3 × 2)

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- (b) 'The negotiation of justice is the most significant factor in determining who becomes labelled as a criminal.' Evaluate this claim. [16]

In this mark band candidates may support or reject the proposition posed in the question uncritically. Others may attempt to describe the different types of crime that people may report on with little or no reference to the question. Answers in this mark band will be characterised by assertion. (0–4)

In this mark band candidates may offer a supported defence of the proposition posed in the question, this defence may take the form of the accuracy of the data when gathered and refer to the dark figure. Other types of answers may argue that official statistics give a better indication of the levels of crime in society. There will be some attempt to unpick what is meant by 'the negotiation of justice'. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band. (5–8)

In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of both the value of research carried out by self-report and victim studies as opposed to official statistics. Other answers may argue that structuralist or Marxist theories have more to tell us about criminality. There will be a detailed development about what is meant by the 'negotiation of justice'. Answers will be supported by the work of such key theorists as Foucault, Wolfgang, Brookman, Chambliss as well as many others. Evaluation in this mark band will exist but may be limited. (9–12)

In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, which at its best, will be detailed leading to a balanced conclusion. (13–16)

- 9 (a) (i) Define the term *non-manual occupations*. [3]

No attempt to define non-manual occupations. (0)

Non-manual occupations explained in a simplistic way such as 'jobs'. (1)

The meaning of non-manual occupations further expanded by showing a wider understanding such as work in an office. (2)

An accurate sociological definition of non-manual occupations is given as occupations that require work with the brain rather than physical work but this definition does not have to contain examples. (3)

- (ii) Identify and briefly describe two examples of gender divisions in employment. [6]

Examples include any jobs such as mining that are traditionally or legally kept to one gender, references to types of employment such as part-time that can be seen on gender lines or any way job structures in organisations are divided in terms of status along lines of gender.

No examples are offered. (0)

An example such as part-time employment is identified but no detail is given to support it. (1)

As above plus a limited description of the named example such as more women are employed in part time employment than men. (2)

An example is identified plus a description that shows accurate sociological understanding and knowledge such as part-time employment (identification) as women undertake a lot more of this type of work than men which limits their ability to learn, gain promotion or build up pension rights (development). (3)(1 + 2)

(3 × 2)

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**(b) Evaluate the view that the workplace is becoming increasingly feminised. [16]**

In this mark band candidates may support or reject the proposition posed in the question uncritically. Others may attempt to describe different types of jobs done by men and women with little or no reference to the question. Answers in this mark band will be characterised by assertion. (0–4)

In this mark band candidates may offer a supported defence of the proposition posed in the question, this defence can be from theoretical or empirical data. Evidence offered is most likely to be from changing job markets, especially in western societies and patterns of female employment. Other types of answers may argue that the proposition is false and support this by highlighting where male employment is still strong, especially in emerging economies. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band. (5–8)

In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of both arguments that employment structures have changed with the entry of females into the workplace as well as those who see that men continue to dominate at least in the top jobs. There will also be some reference to the way that the nature of work has changed and how the types of jobs on offer can be seen as female and therefore changing the whole nature of employment for all. There will also be a consideration of male employment in a changing employment sector. Useful reference can be made to the work of Gallie, Oakley, Walby, Hakim as well as many others; good use can be made of such concepts as glass ceiling and horizontal segregation. Evaluation in this mark band will exist but may be limited. (9–12)

In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, which at its best, will be detailed leading to a balanced conclusion. (13–16)

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

No attempt to define mechanisation. (0)

Mechanisation explained in a simplistic way such as 'mechanical things'. (1)

The meaning of mechanisation further expanded by showing a wider understanding such as working with machines. (2)

An accurate sociological definition of mechanisation is given as the introduction of machine based work replacing craft based work usually in factories but this definition does not have to contain examples. (3)

**(ii) Identify and briefly describe two changes in employment brought about by industrialisation. [6]**

Examples include factory employment, regular hours of work, de-skilling, increased specialisation, levels of employment/unemployment, automation, continuous process, the division of labour and any other valid example.

No examples are offered. (0)

An example is identified such as having to clock in but no detail is given to support it. (1)

As above plus a limited description of the named example such as having to clock in so that your employer can be sure you are there and stop your wages if you are late. (2)

An example is identified plus a description that shows accurate sociological understanding and knowledge such as the introduction of clocking on and clocking off (identification) which meant that employment, usually in factories, was regulated and controlled in a way that had not happened before (development). (3)(1 + 2)

(3 × 2)

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**(b) Evaluate the view that the type of technology used in the workplace will shape the level of worker satisfaction. [16]**

In this mark band candidates may support or reject the proposition posed in the question uncritically. Others may attempt to describe the types of job that might be boring and/or the types of jobs that could be satisfying with little or no reference to the question. Answers in this mark band will be characterised by assertion. (0–4)

In this mark band candidates may offer a supported defence of the proposition posed in the question, this defence can be from theoretical or empirical data. Answers that support the proposition may rely on evidence such as that of Blauner. Other types of answers may argue that the proposition is false and support this by considering other factors that may influence satisfaction at work such as class position. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band. (5–8)

In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of both arguments. Useful reference can be made of the work of such key thinkers as Benyon, Gallie, Zuboff, Kling, Braverman and Mallet as well as many others. Good use can also be made of concepts such as alienation and technological determinism. Evaluation in this mark band will exist but may be limited. (9–12)

In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, which at its best, will be detailed leading to a balanced conclusion. (13–16)

**11 (a) (i) Define the term *gate-keeping*. [3]**

- No attempt to define gate-keeping. (0)
- Gate-keeping explained in a simplistic way such as 'allowing item through'. (1)
- The meaning of gate keeping further expanded by showing a wider understanding such as when people who work in the media decide what will be published or printed. (2)
- An accurate sociological definition of gate-keeping is given as the process by which key individuals allow or block the publication/broadcasting of material but this definition does not have to contain examples. (3)

**(ii) Identify and briefly describe two groups who may influence the content of the mass media. [6]**

- Examples include any relevant position such as journalist or the owners of the media, governments and their position to censor material, advertisers as well as public opinion. Individuals should not be used as examples.
- No examples are offered. (0)
- An example is identified such as editors but no detail is given to support it. (1)
- As above plus a limited description of the named group such as editors who decide what to publish. (2)
- An example is identified plus a description that shows accurate sociological understanding and knowledge such as editors (identification) who act as gatekeepers and have the power to decide what should, or should not, be published and how it will be presented if it is (development). (3)(1 + 2)  
(3 × 2)

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**(b) Evaluate the view that those who have the power to control the media do so by manipulation. [16]**

In this mark band candidates may support or reject the proposition posed in the question uncritically. Others may attempt to describe the different types of media with little or no reference to the question. Answers in this mark band will be characterised by assertion. (0–4)

In this mark band candidates may offer a supported defence of the proposition posed in the question, this defence can be from theoretical or empirical data. Arguments will be based on a straightforward Marxist analysis. Other types of answers may argue that the proposition is false and support this by a pluralist critique. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band. (5–8)

In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of the arguments. These will focus on the 'manipulation' in the question and the ways that control can be maintained or not. Concepts such as hegemony can be used as well as the pluralist views of the media reflecting the interests of the media. Useful reference can be made to the work of key thinkers such as Blumler, Gurevitch, Bagdikian, Tunstall, Whale as well as many others. Evaluation in this mark band will exist but may be limited. (9–12)

In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, which at its best, will be detailed leading to a balanced conclusion. (13–16)

**12 (a) (i) Define the term *two step flow model*. [3]**

- No attempt to define two step flow model. (0)
- Two step flow explained in a simplistic way such as 'the way opinions flow down'. (1)
- The meaning of two step flow further expanded by showing a wider understanding such as the way the media influences some people who influence others. (2)
- An accurate sociological definition of two step flow model is given as the way in which the media influences opinion leaders and then their opinions influence others but this definition does not have to contain examples. (3)

**(ii) Identify and briefly describe two ways in which young working class males are represented in the mass media. [6]**

- Accept any valid representation such as hooligan, hero, masculine, strong, sportsman, hoody, folk devil or any other valid positive or negative example; these examples can be a sub-group of working class males.
- No examples are offered. (0)
- A representation is identified but no detail is given to support it. (1)
- As above plus a limited description of the named representation. (2)
- A representation is identified plus a description that shows accurate sociological understanding and knowledge such as young working class men can be represented as hooligans (identification) who are seen as feckless troublemakers who engage in acts of rowdiness, vandalism and minor crime. (3)(1 + 2)  
(3 × 2)

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**(b) Evaluate the view that the mass media has a significant influence on levels of violent behaviour in society. [16]**

In this mark band candidates may support or reject the proposition posed in the question uncritically. Others may attempt to describe the types of behaviour that they think the media is responsible for. Answers in this mark band will be characterised by assertion. (0–4)

In this mark band candidates may offer a supported defence of the proposition posed in the question, this defence can be from theoretical or empirical data. Evidence may come from work carried out by Bandura as well as others. Other types of answers may argue that the proposition is false and support this by looking at other factors, apart from the media, that can cause violent behaviour. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band. (5–8)

In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of the arguments. There will be a consideration of the hypodermic syringe model and evidence quoted that the media has a direct effect as well as other influences. Useful reference can be made to the work of such key thinkers as Halloran, Katz, Liebert and Baron, Belson, Murdock and McCron, Barker, Hagell and Newburn, Cohen as well as many others. Evaluation in this mark band will exist but may be limited. (9–12)

In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, which at its best, will be detailed leading to a balanced conclusion. (13–16)