

## **MARK SCHEME for the May/June 2013 series**

### **9699 SOCIOLOGY**

**9699/22**

Paper 2 (Principles and Methods 2), maximum raw mark 50

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

|        |                                |          |       |
|--------|--------------------------------|----------|-------|
| Page 2 | Mark Scheme                    | Syllabus | Paper |
|        | GCE AS/A LEVEL – May/June 2013 | 9699     | 22    |

1 Sociological explanations recognise that most human behaviour is learned by individuals as members of society, rather than something with which they are born. Individuals learn how to behave from a wide range of *social institutions* and this continues throughout their lives. Sociologists use the term socialisation to describe this process of learning. While not everyone in society will always behave in the same way, there are often strong pressures on people to conform to the most important values. Various sanctions and rewards exist to encourage social conformity.

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

A social institution is an organisational arrangement that comprises a set of norms and patterns of behaviour relating to key parts of society, such as the law, family and education. Two marks for a clear and accurate definition; one mark for a partial definition, such as 'an established custom' or 'an authoritative body in society'.

(b) Describe two sanctions that may be used to encourage social conformity. [4]

Sanctions that may be used to encourage social conformity may be positive or negative. Positive sanctions include: gifts, financial payments such as bonuses and pay increases, awards, praise and recognition. Negative sanctions include prison, fines, ostracism, community service orders, gossiping. One mark for the example plus one mark for development (2 x 2 marks). One way of demonstrating development would be to explain the context in which the sanction might be applied; for example, being sent to jail is a sanction and the development might be to specify that jail is a punishment for those who break the law.

(c) Explain why not everyone in society behaves in the same way. [8]

0–4 A few assertions about why some people may behave differently to others would fit the lower part of the band. A more thoughtful response that is still lacking direct references to established sociological explanations, could gain 3 or 4 marks.

5–8 A basic sociological explanation of why not all people may behave in the same way would gain 5 or 6 marks. This type of response might be based on a few references to sociological accounts of subcultures. Better answers will provide a more sustained explanation or refer to a wider range of sociological explanations for the existence of different modes of behaviours in the same society. Areas that might be covered in answering this question include class cultures, subcultures, youth culture, ethnic and religious divisions, and differential socialisation. It might also take the form of a more theoretical approach, perhaps contrasting determinist accounts of human behaviour, such as the functionalist, with accounts that give more role to free will, such as the interpretivist.

|               |                                       |                 |              |
|---------------|---------------------------------------|-----------------|--------------|
| <b>Page 3</b> | <b>Mark Scheme</b>                    | <b>Syllabus</b> | <b>Paper</b> |
|               | <b>GCE AS/A LEVEL – May/June 2013</b> | <b>9699</b>     | <b>22</b>    |

**(d) Assess the functionalist view that all members of society benefit from the existence of social order. [11]**

0–4 A few simple reflections on the nature of social order, with no further development, would fit the lower part of the band. A basic account of functionalist theory in general, perhaps lacking direct references to social order, would merit 3 or 4 marks.

5–8 A good account of functionalist theory, with links to social order left hazy or implicit, would be worth 5 or 6 marks. A better response at this level will include a clear summary of the functionalist view of social order, possibly including references to the ideas of value consensus and/or structural integration. There may be little or no attempt at assessment at this level.

9–11 To trigger this band, there will be a good account of the functionalist theory of social order. There will also be an assessment of that theory. At the bottom of the band, the assessment may rely solely on juxtaposition with one or more other theories of social order. To go higher, there must be some direct analytical engagement with the functionalist view that all members of society benefit from the existence of social order.

|        |                                |          |       |
|--------|--------------------------------|----------|-------|
| Page 4 | Mark Scheme                    | Syllabus | Paper |
|        | GCE AS/A LEVEL – May/June 2013 | 9699     | 22    |

2 Interpretivist sociologists favour participant observation as a research method. This is where the researcher participates in the activities of the group they are studying. The aim is to observe people in their natural surroundings and to see things and feel things as they do. One danger with participant observation is that the presence of the observer may influence the behaviour of the group. This is less likely to occur with covert participant observation where the identity of the researcher is unknown to the group. The observer 'going native' is another concern with participant observation.

(a) What is meant by the term 'going native'? [2]

Going native refers to the participant observer over-identifying with, and developing a sympathetic bias towards, the group they are studying. Two marks for a clear and accurate definition; one mark for a partial definition, such as 'losing objectivity' or 'getting too close to the group'.

(b) Describe two reasons why the presence of the observer may influence the behaviour of the study group. [4]

Reasons why the presence of the observer may influence the behaviour of the study group include: the subjects may be embarrassed to show their true behaviour; they may feel inhibited and self-conscious; they may act up to impress or mislead the observer; the subjects may be suspicious of the researcher's presence; they may be intimidated by the social class or other characteristics of the observer. One mark for the example plus one mark for development (2 x 2 marks).

(c) Explain why interpretivists believe that it is important to study people in their natural surroundings. [8]

0–4 A few simple points about participant observation and the study of groups in their natural environment, with no further development, would fit the lower part of the band. A fuller account of the emphasis on studying people in their natural environment that underpins the use of participant observation as a research method, would merit 3 or 4 marks. There need to be no links to the interpretivist perspective in answers at this level.

5–8 A general account of the interpretivist perspective, with only implicit links to explaining why studying people in their natural environment is important to interpretivists, could gain no more than 6 marks. To go higher, the links between the perspective and the belief that studying people in their natural environment is important, must be set out explicitly.

|               |                                       |                 |              |
|---------------|---------------------------------------|-----------------|--------------|
| <b>Page 5</b> | <b>Mark Scheme</b>                    | <b>Syllabus</b> | <b>Paper</b> |
|               | <b>GCE AS/A LEVEL – May/June 2013</b> | <b>9699</b>     | <b>22</b>    |

**(d) Assess the strengths and limitations of covert participant observation. [11]**

- 0–4 Very short or largely irrelevant answers will trigger the lower part of the band. Answers that demonstrate some understanding of the features of covert participant observation, without mentioning strengths and limitations, may be worth 3 or 4 marks.
- 5–8 An account of the strengths and limitations of participant observation in general, with little or no reference to the covert approach specifically, could gain a maximum of 5 marks. A basic account of the strengths and limitations of covert participant observation, perhaps focusing more on practical issues rather than theory, would trigger the lower part of the band. Higher in the band, we might expect the answers to include some consideration of relevant theoretical issues, perhaps though references to concepts such as objectivity, validity and reliability.
- 9–11 To trigger this band there must be a good account of the strengths and limitations of covert participant observation, which includes coverage of some relevant theoretical as well as practical issues. There will also be an assessment of the value of covert participant observation. Lower in the band the assessment may be largely implicit; for example, it may be conveyed through juxtaposing the strengths and limitations of overt with covert participant observation. Higher in the band, the assessment will be more penetrating and candidates will engage in an explicit discussion of whether the strengths of covert participant observation outweigh the limitations.

|        |                                |          |       |
|--------|--------------------------------|----------|-------|
| Page 6 | Mark Scheme                    | Syllabus | Paper |
|        | GCE AS/A LEVEL – May/June 2013 | 9699     | 22    |

3 Writing from a functionalist perspective, Davis and Moore claim that everyone's interests are served by a social system that is stable and efficient in producing goods and services. A stable and efficient society has to have leaders and managers who organise things on behalf of others, and these people have to be adequately rewarded with high pay. Inequality is therefore an important part of a stable and efficient society from which everyone benefits. By contrast, *conflict theorists* argue that only the privileged groups in society benefit from the existence of inequality. These groups use their power to ensure that they have more income and wealth than other groups in society.

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

Conflict theorists are sociologists who think that social reality is shaped primarily by the existence of fundamental divisions between social classes or other key groups in the social structure. Two marks for a clear and accurate definition; one mark for a partial definition, such as 'sociologists who study the major divisions in society' or 'sociologists who reject the idea that societies are harmonious and orderly'.

(b) Describe two ways in which the wealthy are able to maintain power in modern industrial societies. [4]

Ways in which the wealthy are able to maintain their power in society include: use of wealth to generate more wealth, use of wealth to buy political influence and power, transmission of wealth and influence through family networks, participation in elite networks, control of the media, ability to transfer money and residence globally and, to some extent, to act above the law. One mark for the example plus one mark for development (2 x 2 marks).

(c) Explain why functionalists believe that leaders and managers have to be rewarded with high pay in modern industrial societies. [8]

0–4 A few simple assertions about systems of reward or social inequality may be worth 2 or 3 marks. Some limited attempt to explain the functionalist perspective on social stratification would trigger the top of the band.

5–8 A sound account of the functionalist perspective on social stratification, which will include some reference to the importance of differential rewards in a modern economy, would be worth 5 or 6 marks. To go higher, the focus needs to be more directly on explaining why the functionalists think it so important that talent and achievement is highly rewarded in the case of managers and leaders. References to Parsonian functionalism and to Davis and Moore, would be particularly relevant in this context.

|               |                                       |                 |              |
|---------------|---------------------------------------|-----------------|--------------|
| <b>Page 7</b> | <b>Mark Scheme</b>                    | <b>Syllabus</b> | <b>Paper</b> |
|               | <b>GCE AS/A LEVEL – May/June 2013</b> | <b>9699</b>     | <b>22</b>    |

**(d) Assess the claim that only the privileged groups in society benefit from the existence of inequality. [11]**

- 0–4 A few simple points about the nature of social inequality, with no direct links to the question as set, would fit the lower part of the band. Some observations about privilege, with only implicit links to the issue of social inequality, might be worth 3 or 4 marks.
- 5–8 A basic explanation of some ways in which privileged groups benefit from social inequality, with perhaps only limited reference to appropriate sociological content, would fit the lower part of the band. To go higher, the answer needs to have an appropriate theoretical context. This is most likely to be supplied through an outline of one or more conflict theories of inequality.
- 9–11 Answers at this level will provide a good explanation of the idea that only the privileged groups in society benefit from the existence of social inequality. This will include reference to relevant theory. There will also be an attempt to assess the proposition on which the question is based. At the bottom of the band, this is likely to take the form of juxtaposing one or more conflict theories with the consensus or New Right views of society. To go higher, the assessment must include some direct evaluation of the idea that only the privileged groups in society benefit from inequality.