

# STANDARDS BOOKLET FOR AS/A LEVEL SOCIOLOGY (9699)

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## INTRODUCTION

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This booklet contains answers written by A Level Sociology candidates during the June 2005 examination session. The answers have been carefully selected to demonstrate both strengths and limitations in responding to examination questions. Through the sample answers, specimen papers, mark schemes and examiners' comments the booklet sets out to show how AS/A Level assessment works in practice. The responses of individual candidates are reproduced exactly and include original errors of grammar, spelling and punctuation.

### The Scheme of Assessment

The scheme of assessment for the Advanced Subsidiary qualification is based on two examination papers. Paper 1 is presented in three sections and there are two essay-type questions in each section. Candidates are required to answer **two** questions, chosen from different sections, and the examination is of 1 hour 30 minutes duration. Paper 2 consists of three structured data response questions. Candidates are required to answer **two** questions and the examination is of 1 hour 30 minutes duration.

The marks for each AS paper will be divided between three assessment objectives:

- Knowledge and understanding
- Interpretation and application
- Analysis and evaluation

The marks for both papers will be divided between the assessment objectives on the following basis: knowledge and understanding – 40%; interpretation and application – 30%; analysis and evaluation – 30%. Success in the examination will depend heavily on the ability of the candidate to demonstrate the skills identified in the three assessment objectives. An effective teaching strategy will therefore include provision for teaching and supporting the development of these skills among the candidates individually and as a study group. Teachers and Centres will identify their own schemes of best practice to suit their particular circumstances and candidate requirements. The following recommendations are intended as a modest contribution to the process of formulating an appropriate teaching strategy that each Centre will approach in its own way, and they are not necessarily the only or most effective way of helping candidates to achieve success in the examination.

Papers 1 and 2 are combined with a further written paper, Paper 3, to complete the scheme of assessment for the Advanced Level qualification. Paper 3 is presented in six sections and there are two questions in each section. Each question has a part **(a)** and a part **(b)**. The part **(a)** questions ask the candidate to describe or explain the meaning of a key concept or theory. Answers should be illustrated with the use of examples. The part **(b)** questions are intended to be more demanding and carry a higher mark weighting accordingly. These are essentially essay-type questions. As some of the knowledge content required to answer part **(b)** of a question may have already been covered in responding to part **(a)**, it is quite acceptable for the candidate to make cross-references to part **(a)** rather than repeating the same material.

There is a clear demarcation between part **(a)** and part **(b)** questions on this paper. The style of response required of candidates is still essay-format but questions have been constructed in such a way as to make it easier for candidates to use their knowledge appropriately.

Part **(a)** of the question requires candidates to focus on knowledge and understanding and to demonstrate that they have interpreted the question correctly. They need also to support their knowledge with the appropriate application of the work of key thinkers, empirical data and relevant examples from studies. In this section of the question there is no necessity for candidates to demonstrate the skill of evaluation. They will not be penalised by its use in part **(a)** but as their answers to part **(b)** are expected to be longer and show evaluation, their time would be more appropriately used here.

Part **(b)** of the question will be related to part **(a)** but will require candidates to demonstrate all of the skills specified in the assessment criteria. Candidates will not be able to progress beyond level one of the mark scheme without including evaluation. At the most basic level, the candidate who uses more than one perspective when answering a question is displaying the skill of evaluation, albeit implicitly. Candidates who are more sophisticated in their use of evaluation will identify explicitly the strengths and limitations of different theories and arguments, and they may reflect on the validity of the evidence that they use to support or counter particular viewpoints. Part **(b)** answers should not have lengthy tracts of description,

as candidates will access the higher marks by extending the range of evidence used and the amount of analytical content.

## **Study Skills**

The majority of candidates who under-perform in the examination do so not because they lack appropriate sociological knowledge, but rather because they have difficulty in demonstrating the key skills of interpretation, application, analysis and evaluation. These skills are in some ways more intellectually demanding than the relatively simple process of absorbing and regurgitating knowledge about a subject. They depend upon other underlying skills such as judgement, insight, empathy, reasoning, logic, and command of language. Nevertheless, much can be achieved through the use of carefully selected teaching strategies to stimulate and hone the required intellectual qualities in the candidate.

Teachers may find it helpful to establish at the beginning of a course the idea in candidates' minds that they are embarking on a process of learning new skills for which they must take some responsibility. They should not assume that they can acquire all the requirements for success in the examination simply by attending lectures, following the instructions of their teacher, and reading the course textbooks and other relevant materials. Teachers should emphasise that the skills have to be understood and practised by the candidates. Draw the parallel with disciplines such as music, dance and professional sport, where proficiency is developed primarily through a self-disciplined approach and the student's diligent application and interpretation of the knowledge that is acquired from teachers and coaching manuals. Help the candidates to understand that success in the examination is similar to a star performance where skills that have been practised extensively beforehand are displayed with craft and style and agility of mind. Discourage the assumption that examinations at this level are essentially a memory test where success depends solely on the ability to reproduce, indiscriminately and almost verbatim, swathes of knowledge gleaned from the recommended textbooks. Candidates should be reminded that it is the ability to shape and apply appropriate knowledge that is all-important in achieving examination success. Knowledge itself is of little value if it is poorly applied or used uncritically and unimaginatively in answering a question.

It is recommended that each candidate has access to a copy of the CIE authorised textbook for the specification, namely *AS and A Level Sociology* by Barnard, Burgess and Kirby. This textbook has been written by experienced examiners specifically to cover the requirements of the CIE AS/A Level Sociology specification. The syllabus document includes a list of other recommended textbooks. However, candidates should be discouraged from viewing the textbook and any other authoritative source materials as simply a body of knowledge to be absorbed mechanically and reproduced rigidly in answering examination questions. It is preferable to regard the knowledge in textbooks as a resource or tool that the candidate must become skilled in using in order to master their subject. An active rather than a passive approach to studying sociology is therefore to be recommended.

Reminding candidates at regular intervals throughout the course of the importance of a skills-based approach to preparing for the examination is an important teaching tactic. Finding different ways of communicating this message will be a rewarding challenge for teaching staff and a marker of their success in encouraging an active and rigorous approach to learning amongst the candidates. Teachers who have studied the assessment objectives and thought carefully about the skills they require will be well prepared for the vital task of making their candidates aware of the various dimensions of the skills they will be expected to demonstrate in the examination.

## **Teaching Strategy**

Knowledge of a subject is the foundation for learning and the basis on which candidates can progress to developing other skills, such as the ability to analyse and evaluate arguments and ideas. Some teaching time must therefore be devoted to communicating knowledge about the subject to the candidates. However, an effective teaching strategy will also include provision for developing and testing appropriate study skills. In particular, candidates should be encouraged to practise essay writing technique and the skills of analysing and assessing sociological evidence and theories.

Possibly about one third of the available teaching time should be devoted to practising study skills with the candidates. It is envisaged that knowledge-based learning will occupy the remaining teaching time. Activities and projects designed to improve study skills might also be included in the work that candidates are required to complete in their own time e.g. homework. Practising study skills should begin early in the teaching course and continue on a regular basis – at least once a week – until the examination. The

teacher may wish to work with each candidate to agree a personal study programme that includes goals to be reached in terms of developing appropriate skills. Regular assessment of the candidate's progress and feedback from the teacher on what has been achieved so far and how further improvement might be made should be key features of the teaching strategy.

Teachers may find it helpful in planning a skills-based study programme to begin by reflecting on the qualities that the candidate will be required to demonstrate in order to achieve success in the examination. Make a list of these qualities or skills and then devise activities and study exercises that will help the candidates practise the necessary skills. For example, composing essay plans for answering past examination questions might be identified as an appropriate activity for developing the skills of interpreting questions and writing coherent and well-structured answers. Another relevant activity might involve the candidates working in pairs to identify arguments for and against a particular sociological statement or proposition. Working on these activities under the pressure of a time limit might be helpful in preparing the candidates to cope with the time constraints they will encounter in the examination. Other activities might be devised to help candidates understand what is involved in formulating clear and convincing arguments and reaching balanced and logical conclusions when responding to examination questions.

Enthusiastic and skilful teachers will be able to identify a range of appropriate activities and study exercises that are ideal for the kind of skills-based learning that is essential for success in the examination. Designing an effective assessment scheme for monitoring each candidate's progress in acquiring the relevant skills is another task that committed teachers will relish. A key goal for teachers might be to ensure that each of their candidates enters the examination confident in his or her ability to demonstrate not only knowledge and understanding of the subject, but also the critical skills of interpretation, application, analysis and evaluation. By achieving this goal, teachers can be assured that their candidates have the best possible opportunity of fulfilling their potential in the examination.

## QUESTIONS AND RESPONSES

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### Paper 9699/1 Principles and Methods 1

#### Question 1

*Assess the claim that Marxist theory no longer has any relevance for understanding modern societies. [25]*

#### General Comment

A good answer to this question will demonstrate sound knowledge and understanding of Marxist theory. It will also give reasons why Marxist theory may no longer have any relevance for understanding modern societies. The knowledge base of the answer will be combined with a sustained assessment of whether, and in what ways, the claim in the question is valid.

#### Individual Candidate Response

##### Candidate A

Marxist theory believe in inequality of people through capitalization. This theory argues that society is divided into two separate classes consisting of the Bourgeoisie and the Proletariat. The Bourgeoisie are the owners of the mean of production and are considered the ruling class, where as. The Proletariat are the workers or labourers and are considered the subject class. Where as Marxist claims were of a greater relevance to traditional society the theory no longer hold that much truth when understanding modern societies.

Marx is leading Marxist theorists argued that society was not fair to its members or more so a certain class in society. He believed that people were exploited by the ruling class for their labour and in order to run their businesses. Since they were the sole owners of the means of production the subject class was dependent upon them in order to earn an income. However, they were also dependent on the subject class only they still took advantage and paid lower wages than was expected in order to keep the working class in place and not have them rise to become better off.

The first contradiction of Marx argument was incorrect when he claimed that there was two class. In modern society with changing times it can be seen that there exist more than two class. There no longer exist only the ruling class and subject class but there is a middle class. With Marx prediction of polarization never occurring he was also proved wrong there. Polarization is the movement of class away from the middle class, shifting the extreme top or bottom as the case may be. This simply means that those who were rich become richer and the poor become poorer. However this never occur.

Although Marxist theory is not completely eliminated from society, society is not what it wants appeared to have been by Marx. The functionalist theory can also be applied to modern society but like Marxist not in great doses. The modern society can at time be peace and order with the smooth running of affairs, however at other times this tranquility can be upsetted with violence and war and inequality.

Neomarxist, which are the new thoughts in the Marxist theory argues that in modern society apart from the two class previously mentioned, there exist a third. This class is known as the petite Bourgeoisie. They are, according to Neomarxist, considered to own small business and exist independently from the Bourgeoisie.

Marx once mentioned that only within a communist society there would be peace and equality. He claims were that once all the means of production was owned by the Government, people would be treated fairly and be awarded equally. This claim too has been criticised greatly since modern society in seen to be functioning with democratic rulers and people and society seem to be satisfied.

What should be greatly noted about Marxist theory is the time it was published. At this point in time society was as Marx claimed with false ideology and consciousness. People were treated unfairly and so Marx sought to give his solution to what was thought to be a problem.

However, times since Marx have change with the introduction of the functionalists and their theory and that too was of a different era to the modern society. Both theory have served out their existence and now in the modern society new thoughts are progressing. However, points and statements can be related from the Marxist to the modern society, but that is as far as it goes in terms of using Marxist theory to understand modern society.

Consequently, Marxist theory can be used as a guide to understanding modern society not as a general theory to fully comprehending what modern societies are about. With every era comes change and it is time that new studies (theories) be introduced to understand modern society(ies).

## **Candidate B**

Marxism was developed by the German philosopher Karl Marx and is a radical alternative to functionalism. Functionalism, developed by Emile Durkheim, was very influential in the 1940's and 50's but started to decline in the 1960's. Marxism had the answers functionalism failed to give.

Marxism is based on the idea that we need food, shelter and products in order to survive. We enter into social relationships (socialisation) because of the need for these things. Marxists believe that society is in conflict due to the different social classes. The labourers produce the materials and owners of means of production earn the wealth. This is where conflict occurs in that there is an unequal balance of status and power. The bourgeoisie controls the proletariat. The workers earn much less than they produce.

Ideology is a distortion of reality. Society is brainwashed by ideology which makes them believe what they are doing is right. Society knows nothing different to the way workers are controlled and underpaid by the owners and they accept it as OK.

In modern societies, there are a number of people who break/bend the norms and values accepted by society. Norms are unwritten rules which guide our behaviours, for example saying hello to greet someone or wearing black as a mark of respect at a funeral, etc. Values are beliefs or attitudes of what is considered right & wrong. People who go against the acceptance are called "deviants". These deviants usually join together to form their own group so as to separate themselves from the rest of society and only be with people who share the same attitudes and beliefs. These groups are called subcultures. Eisenstadt says that subcultures are formed in order to smooth the transition between childhood and adulthood. Adolescents feel a loss of status or have powerlessness in the family and so turn to their peers for support. Marshall says that subcultures are formed due to the stereotyping of teenagers by the media.

Davis & Moore say that certain skills and talents are needed for certain roles in society and only a limited number of people have these skills, e.g. doctors/lawyers, etc. A critique of Davis & Moore, Melvin M. Tumin says that doctors and lawyers being more important than farm labourers is a matter of opinion. This theory goes against the theory of Marxism, as in modern society, more people stand up against theories which say how we must think & behave – especially subcultures. Once they have a minority group which consistently disagrees with the majority, it will eventually have an effect.

Walby, Pateman & Wolf (1990) says that gender role socialisation is determined by societies distinction between private & public place. Private place is where the mother brings up the family in the home and public place is where the father goes to work to bring in money for the family. Glendinning & Millar believe that society has experienced a feminisation during the past 20 years. Women have more opportunities and the gap has decreased from the 80% wages of men's hourly wage for women.

In modern societies there have been changes. According to Peter Townsend this is due to the industrialisation. These changes go against the Marxist theory that people in higher classes have greater power to control people of lower classes. This is because social mobility has occurred. Social mobility is the movement from one class to another. Movement can be upwards or downwards.

Due to aspects such as social mobility, feminism, subcultures and disagreement Marxism no longer has any relevance of helping understand modern societies. This can be criticised in saying that in some ways, Marxism can help understand, e.g. there is still a conflict between classes, the owners of production have

power over the workers who earn much less than they earn, but all of this is changing. It has changed considerably in the last 20 years and is still changing as more opportunities are given to women and people of lower classes. Ken Roberts found that due to technology & overseas cheaper competition there are more higher paid, less manual jobs offered to lower class people, for examples hop assistants rather than coal mining.

### Examiner Comment

#### Candidate A

The candidate demonstrates a basic understanding of Marxist theory by describing the division between the bourgeoisie and the proletariat and linking this to the exploitation of wage labour under capitalism. However, the account of Marxist theory lacks detail and is rather narrow in focus.

The candidate rightly attempts to show how changes in modern societies since the nineteenth century time may have made Marx's original theory outdated. This is achieved mainly through a discussion of the growth of the middle class. The analysis at that point in the answer is rather too simple to gain much credit, however. For example, the candidate's claim that proletarianisation is not occurring is little more than an assertion and lacks support from relevant studies and/or sociological argument.

The reference to neo-Marxist theory is promising, but lacks substance and the opportunity to develop the answer through discussing the contributions of theorists like Gramsci and Althusser is lost. The rest of the answer meanders along, with some assessment of the claim contained in the question, but generally lacking depth of insight and appropriate development. Overall, the candidate has made a reasonable attempt to address the question, yet has failed to provide sufficient sociological detail and grasp of the relevant issues to justify a mark in the top band.

**Marks awarded = 15 out of 25**

#### Candidate B

This candidate offers an account of Marxist theory that is more developed than the one provided by Candidate A. The key focus on production in Marxist theory is touched on and there is a useful reference to the concept of ideology. The limitations of Marxist theory are then assessed largely through juxtaposition with contributions from competing perspectives, notably the functionalists and feminists. There is a brief reference to the purported increase in social mobility since Marx's time, but the candidate missed the opportunity to develop this theme by, for example, questioning the extent to which any increase in social mobility can be seen as contradicting the Marxist analysis of capitalism. A few useful evaluative points are made in the final paragraph, though the conclusion overall is a touch lightweight. This is a competent answer that draws on a range of appropriate sociological sources. It would have gained higher marks, however, had it contained more detail about how modern societies may have changed since the nineteenth century and the implications of the changes for Marxist theory.

**Marks awarded = 19 out of 25**

### Question Two

*Assess the view that sociological research should be based on the methods of the natural sciences. [25]*

### General Comment

The question requires the candidate to demonstrate a sound understanding of the methods of the natural sciences and to link this to the positivist perspective in sociology. A good response might reflect on different views about the nature of science (Kuhn, Popper, Lynch, Feyerabend, Lakatos, and the Realists). The main focus of the answer, however, should be the positivist versus interpretivist debate.

## Individual Candidate Response

### Candidate A

In the sociological world Positivists believe that sociological research should be based on methods of natural science. Many sociologists disagree with this perspective arguing that social sciences and natural science are the study of two very different subjects and the same research cannot be used to better understand them.

The study of natural science is based on the research of matter. Lab experiment can be performed to test and develop a hypothesis. The social science cannot be used to test and develop a hypothesis in the same way. Sociological research entails complex situations in culture, identity and individuals, which can be impossible to research in a scientific way.

Positivists emphasises the use of scientific and quantitative methods of research. In quantitative methods of research attention is paid to figures and numbers which are statistics. They believe that it is difficult to assess sociological research without using the scientific quantitative method. They argue that social situations are difficult to group together and analyse therefore the formulated statistics.

Other sociological groups, for example the Phenomenologists, disagree with the positivist with their claim that sociological research should be based on the methods of natural sciences. In phenomenology, it is believed that sociological research should be done in a humanistic and qualitative way. They believe that it should value laden and that society is too complexed to be studied in a scientific way.

Phenomenologists argue that the Positivists' views that sociological research could be and should be based on scientific methods are flawed. It is argued that the quantitative method is an invalid method. It simply gives statistics and does not paint a clear picture of a situation. For example quantitative methods can show statistics of the amount of church members in a society but it cannot show how religious a society is.

Positivists argue that there are flaws in using humanistic and qualitative data in sociological research. Qualitative methods which are mainly explained for example, the explanations for suicide, cannot be retested. This means that the researcher cannot retest the situation for error which makes the qualitative methods unreliable.

Even though the positivists disagree with the use of humanistic and qualitative data, quantitative data is more valid. The quantitative data are more explanatory and paints a valid picture of a situation which is needed in the study of individuals' behaviour in society. The scientific methods do not explain the complexity of human behaviour and thus should not be the basis for the research of sociology.

### Candidate B

Natural science refers to the study of the physical body or the natural environment and it refers to subjects such as biology, chemistry and physics. Sociology however is a disciplinary approach to studying human social behaviour. There has been a long and heated debate over whether or not sociological research should be based on the methods of natural sciences.

The Positivists sociologists are among those who believe that sociology should be based on the methods of natural sciences. This is because they believe that human behaviour, just like the subjects under study of natural sciences, can be directly observed and objectively measured. They also believe that human behaviour is based on a cause and effect relationship and that it responds to external stimuli. Natural scientists conduct their research on these four principles, and since sociologists can also use these principles to study human behaviour, then they should adopt the methods of natural science, according to Positivist sociologists.

Popper (1959), though not a positivist, he agrees with them on them matter that sociological research should adopt the methods of natural sciences. He believed that sociological research, just like that of natural science, is deductive rather than inductive. This means that it produces specific statements after a studying a topic generally, rather than producing general statements after studying a subject specifically. He also believes that the more difficult it is to falsify a sociological theory, the closer it comes to being true, which is a method used by natural scientists also.



On the other hand though, Interpretivists sociologists postulate that sociological research cannot be based on the methods of natural sciences. This is because they believe that human behaviour has meanings and purpose, and thus it is not just a reaction to external stimuli. Additionally, humans have a consciousness which comprises of thoughts, feelings and emotions, all of which cannot be directly observed as posited by the Positivists. Thus, Interpretivists sociologists maintain that sociological research cannot be based on the methods of the natural sciences.

Weber believes that in order to conduct sociological research, one must study the subjective states of minds of individuals, rather than the cause and effect relationship of the actions as postulated by the Positivists. Thus, by not looking at the cause and effect relationship, the sociologists cannot or rather does not adopt the method of natural sciences.

Phenomenologists sociologists also believe that sociology cannot adopt the methods of natural science. This is because they believe that humans categorize the world in order to make sense of it. This categorization is subjective, which makes it impossible for the sociologist to directly observe nor objectively measure their subject.

Kuhn in "The Structure of Scientific Revolution" (1962) posits that each sociologist has his or her own paradigm, which they set out to prove via their research. Thus, evidence that does not support their paradigm is disregarded or destroyed. Sociologists, thus, display biasness towards their own research, thus losing objectivity, which is the very basis for research in the world of natural sciences.

Kaplan (1964) advocates that distinguishes between reconstructed logics, and logics in use. The latter refers to the evidence presented whilst the former refers to the raw data that does not conceal any facts. Kaplan believes that sociologists use logics in use where by they discard information that does not support the conclusions the researcher would like to find. Thus, Kaplan also maintains that sociology cannot adopt the methods of natural sciences.

The Realists sociologists however do in fact believe that sociological research can adopt the methods of natural science. They advocate such a statement after looking at the many similarities between the natural sciences and sociological research. They claim that basically, they both try to find theories and models that try to objectively explain the world based on sensible evidence.

Sayer (1984) believes that it can since both natural sciences and sociology operate under open as well as closed systems. Open systems refers to uncontrolled settings. For example sociologists cannot control all the variables in the natural environment or individuals under study. Also, meteorologists of the natural sciences, cannot accurately predict the weather either, since they do not control all variables. Keat and Urry (1982) also believe that sociological research can adopt the methods of natural science since both subjects do not restrict their study to the observable. For example, scientists study magnetic fields and Darwins theory of Evolution. Sociologists study suicide, the motive of which cannot truly be observed. Such statements by both Sayer as well as Keat and Urry are in defence of the criticisms launched by interpretivists as to why sociology cannot be based on the methods of natural science.

Thus, whether or not sociological research should, cannot or can be based on methods of natural science, depends on the theoretical approach adopted!

### **Examiner Comment**

#### **Candidate A**

The answer begins well by linking the scientific approach with the positivist perspective in sociology. There follows a basic outline of scientific method, though the candidate fails to enter the debate about the nature of science and thereby foregoes a useful angle for assessing the view expressed in the question. The rest of the answer largely revolves around a comparison of the strengths and limitations of quantitative and qualitative data in sociology. While this material makes a useful contribution to answering the question, the candidate would have gained more credit by broadening the discussion into other relevant areas, including the debate about the role of values in sociological research and the differences in subject matter between sociology and the natural sciences. The concept of validity is utilised, but not in a way that demonstrates a sound grasp of its meaning. To reach the top mark band the answer needed to cover a wider range of issues and provide a sharper assessment of the view that sociological research should be based on the methods of the natural sciences.

**Marks awarded = 15 out of 25**

## Candidate B

The candidate explains clearly the links between the scientific approach and the positivist perspective in sociology. There is a useful summary of Popper's contribution to the debate and this is followed by a largely accurate account of the interpretivist perspective. The paragraphs on Kuhn, Kaplan, Sayer, and the Realists, add depth to the analysis of what constitutes science and the nature of its links with sociology. The candidate deals competently with some sophisticated material and provides a full and detailed response to the question. A very good answer that required only a little more depth in terms of assessment to merit full marks.

**Marks achieved = 23 out of 25**

### Question Three

'While participant observation studies may be high in validity, they give rise to many ethical and practical problems'. Explain and assess. [25]

### General Comment

A competent descriptive account of the strengths and limitations of participant observation, which failed to address directly the specific issues raised by the question, could gain just under half of the marks available. A better answer would build on a sound understanding of participant observation, in general, to highlight the ethical and practical problems associated with this research approach. The concept of validity would be used accurately and extensively in assessing the claim on which the question is based.

### Individual Candidate Response

#### Candidate A

Participant observations are seen as valid for it can contribute a lot of results and suggest valid and reliable theories as well. However, in order to achieve these results, there are a number of ethical and moral issues at hand, depending on the type or method of participant observation used.

There are two types of participant observation that are needed by sociologists: the covert participant observation, and the overt participant observation. The two types of observations are both valid for sociologists are able to witness how the group or people being studied are able to react with the internal stimuli which is being allowed by the sociologist. By conducting participant observation studies, researchers are able to see behaviours of different people in real life situations. Take questionnaires, for example, as a comparison with participant observation studies. The researcher might be able to obtain results of how people from the working class undergo their daily activities by asking them questions through a questionnaire, however the sociologist will not be able to fully understand the situation that the working class are in. Furthermore, participant observations may be seen as highly valid for the researcher is able to see and experience how the subjects or samples react and behave in relation to the stimuli that the sociologist is examining.

Moreover, covert participant observations and overt participant observations have different reasons for their high validity. Covert participant observations give you more realistic results and reactions compared to overt participant observation. Since the subjects do not know they are being studied, they will carry on with activities normally. They will treat the researcher as part of the group, hence will interact with him or her like the way they treat 'normal' people. In addition to that, the researcher will be able to experience what his or her subjects are experiencing thus resulting to valid and very useful results. Overt participant observations on the other hand allows the group to explore the group being studied in full depth for he or she can ask questions and experiment on the different stimulus without making the group suspicious or offended for they know that they're being studied. Nevertheless, both participant observations are highly valid because they give the researcher a personal experience when conducting the observations resulting to more valid, in depth and realistic results.

Participant observations do give knowledgeable results, however, there are a few issues that may arise when conducting these studies. Like Humphrey's "Tea Room Trade", for example, when he posed as a voyeur in mens toilets observing how these men sexually interact with one another. It did give him remarkable results however a few ethical and moral issues were surpassed when this study was conducted. Humphrey invaded the privacy of these men. Participant observations, particularly covert ones, invaded the privacy of the subjects for the researcher may be observing personal or private situations that the researchers are in. Covert participant observations limits the person to just accept what he or she sees. Humphrey for example was unable to interview the men when he was posing as a voyeur for his cover might be destroyed if he had done so. Therefore in order to obtain further information, Humphrey either followed his subjects, took their license plate numbers or looked at their personal files. Not only is this an unethical act, it is also illegal as well. Participant observation studies may cause some ethical issues because people's lives are invaded and studied, which could therefore compromise their privacy and could possibly bring bad effects for their reputation and morality.

Furthermore the subject can also experience the Hawthorne effect, wherein the observer's presence influences the way they truly act. Because of this effect the results of the observer may be questioned. The subject may want to 'bring his or her best foot forward' for he or she knows that she or he is being observed. Nevertheless, the researcher can still be able to obtain valid data if he or she can recognise and acknowledge this problem.

Participant observation studies is a very useful and efficient way to gather specific data. 'To see is to believe' is what people might say. By conducting this kind of study the researcher will have a first-hand experience with his or her subjects, resulting to an effective and reliable study.

## **Candidate B**

Participant observation, it sounds so sophisticated by, you know what it means, it simply means 'eavesdropping'. This is done for a long period, sometimes the researcher even becomes a part of the individual's life. In participant observation you record people's behaviour and their reactions to several situations. Participant observation is related to ethnography, which is the study of the way of life of an individual or groups. Participant observation is rooted anthropology.

There are two main types of participant observation and these are Overt and Covert participant observation. In Overt participant observation the researcher is known to the group, so technically they are aware of the real reason of the study being conducted, therefore this type of research is known to be ethically and morally acceptable. Ned Polsky did a study Hustlers, Beats and Others and he used overt participant observation, he said this type of observation is mostly accepted because the truth is known and if it was done using covert participant observation and the true identity of the researcher was found it could destroy him.

Although by using covert observation may be good there are also some problems for e.g. Beverly Skeggs did a study on women's sexuality and just her true identity was known she wasn't considered as part of the establishment, but this study was Time consuming it took her 12 years to finish it. The true nature of the study is known and because according to Ken Pryce it maybe disadvantageous because the individuals may change their behaviour and this would affect the results, also some individuals may refuse to participate in the study, for several reasons.

The other type of participant observation is Covert, here the true nature of the study is covered, right away we know this causes several ethical issues. Although there would be deception because the researcher lied to the participants, they have no idea they are being studied so their behaviours would not be modified. The researchers would get to see how these people react to certain situations plus get as close to their "real" or "true" or "actual" behaviour. This research would avoid Elton Mayo's Hawthorne Effect.

Humphrey did a study on homosexuals and eventually he became one. This means that although you can gain indepth data from the researcher sometimes may lose the objectivity of the research, they are so "caught up" they forget about the true objective of the research. Howard Becker did a study on deviant behaviours, his objective wasn't known to the group, so he got indepth data in contrast Edith Barker did a study on the Unification of the church and in order for her to continue her research she had to "fake her role", in other words pretend to be someone she is not. She refused to do it because she found that it was ethically and morally wrong. In pretend to be someone she is not just to get information.

The information gained from participant observation may be high in validity but from the above you can see the problems encountered when doing research. Every type has its advantage and disadvantage. Some are ethically acceptable (overt) but because the true nature of the research is known they may modify their behaviours or even refuse to participate in the study based on the type or research or topic. In contrast covert participant observation is morally unacceptable and unethical because not only can it do harm to the individuals but also to the researcher. To deceive or be to someone is not good, sometimes the researcher is so involved in the research he might even destroy his career only if he studied on crime or deviant behaviour e.g. Howard Becker.

### **Examiner Comment**

#### **Candidate A**

The candidate rightly distinguishes between covert and overt participant observation and makes frequent references to that distinction in developing the assessment required by the question. The concept of validity appropriately is made central to the answer, though the term is never formally defined and is sometimes used in a rather general way that suggests that the candidate lacks a clear understanding of its meaning.

Some of the advantages of participant observation are described accurately and a well-made reference to Humphrey's classic study helps to illustrate the ethical dilemmas that may be associated with this type of research. However, the practical problems that may arise when carrying out participant observation are largely overlooked in the answer and for this reason the candidate fails to achieve a mark in the top band.

**Marks awarded = 17 out of 25**

#### **Candidate B**

The candidate demonstrates a sound general understanding of participant observation by describing some of the strengths and limitations of this research method. Effective use is made of the distinction between overt and covert observation and the ethical issue of deception is discussed in relation to the covert approach. Examples from relevant studies are used to support key points.

However, the answer is limited in that it largely fails to consider the many practical problems associated with participant observation. It is also deficient in its handling of the concept of validity. While the concept is mentioned a few times, little attempt is made to explain why participant observation studies are generally regarded to be high in validity. It is for that reason primarily that the marks awarded were slightly lower than for Candidate A.

**Marks awarded = 14 out of 25**

### **Question Four**

Assess the advantages and limitations of using official statistics in sociological research. [25]

### **General Comment**

A good answer will demonstrate awareness of the different social phenomena (crime, suicide, unemployment, divorce, etc.) that may be recorded in official statistics and not just discuss this form of secondary data in the abstract. Both the advantages and the disadvantages of using official statistics in sociological research will be considered. A high quality answer will also cover a range of relevant practical and theoretical issues, and the assessment may be supported by well-chosen references to relevant studies.

## Individual Candidate Response

### Candidate A

The use of official statistics in sociological research is very disputable because with the official statistics there is always a 'dark figure'.

The official statistics are always been taught of as being tampered with. Take for example the official statistics of crime who create the official statistics the police and the courts. If a crime has been committed by a family member of the police or someone of high power most predictably these crime do not show up in the official statistics.

The use of official statistics in sociological research can be very limited. The official statistics doesn't really give the correct information of a situation since the people who make up the official statistics never the give whole story of a incident that's why it will always have a 'dark figure' within the official statistics.

When studying the official statistics of crime there are a lot of factors you have to look at for e.g. class, race and gender because of the view of the general public and the police towards these factors.

When a police office for instance stop someone of a middle or upper class structure for a incident his approach is totally different to when he/she apprehend someone of a working class structure.

Crimes committed by the upper-class tend to be "nice crime" for e.g. tax evasion, extortion and fraud. When you enter a bank for instance, meet someone properly dress who 'rip you off' of your hard earnings these type of crimes never end up in the official statistics. These properly attired offenders are quietly dismissed while their case is quietly carried on so the general public don't lose confidence in those firms.

Another crime that doesn't or hardly end up in the official statistics are those of females since female crimes are seen as petti crimes. Females are taught of as being tender and soft and police officers especially males tend to be leaniant on them.

So to me there are no advantages of using the official statistics in sociological research since they never give the correct number of incidents which take place.

### Candidate B

Official statistics are a source of secondary data, meaning that they have been collected by persons and institutions for specific research and are not generated by the sociologist himself.

Official statistics, as they are already available, are cheaper than the alternative of conducting new research. They are often easily accessible to sociologists, for example government data on unemployment can be made available to sociological research. As the term 'official' implies one can assume that the statistics are value-free, reliable and also objective, although different sociologists ultimately view official statistics in different ways.

Official statistics are often in numerical form and are known as being 'quantitative'. This would make them appealing to positivist sociologists. Positivists see official statistics as highly scientific and therefore appropriate for use within positivist sociology.

Anti-positivists, on the other hand do not believe in merely assessing quantitative data. Official statistics are far from 'flawless' and often do not reliably represent the subject in question. Statistics on unemployment for example, often exclude women and those in self-employment, greatly reducing their reliability. It is believed by many sociologists that official statistics are more objective than other types of data as they were researched by a researcher without bias or preconception. However, anti-positivists will argue that the research was undertaken by a social human being who will have ignored certain aspects while focusing on others as a result of their own values. Official statistics are therefore not considered to be objective by anti-positivists.

Official statistics do however allow for trends to be observed and analysed that depict sociological changes over a period of time. This is also advantageous to the sociologist as it highlights important factors about society's progression or even regression and is much less time-consuming and also cheaper than conducting years of longitudinal research.

As official statistics are already collected, the problem of ethics within sociological research are solved, that is mainly because no confrontational, and possible unethical, methods are involved in obtaining them.

The overall number of advantages and disadvantages of secondary data depends entirely upon the sociologist's sociological perspective. Positivists, or macro-sociologists, would feel that the advantages greatly outnumber the disadvantages, and secondary data would be best suited to this perspective as the data is quantitative and represents

### Examiner Comment

#### Candidate A

The candidate has answered this question primarily by reviewing the limitations of official crime statistics. This is a legitimate response, though rather too narrow in focus to merit high marks. Several reasons are offered as to why the crime statistics may be a misleading representation of the amount of crime that is committed in a society. However, little attempt is made to consider the possible benefits of using official statistics in sociological research. In that respect the answer is rather one-sided. It needed to address both the advantages and the limitations of using official statistics in sociological research in order to merit more than about half marks.

**Marks awarded = 13 out of 25**

#### Candidate B

The candidate rightly notes several practical benefits of using official statistics in sociological research, such as low cost, availability in numerical form, and usually easily accessible. The answer could have been more developed in terms of theory, though the reference to the anti-positivist perspective in appropriate. A useful point is made about official statistics allowing for trends to be observed and analysed. The discussing of ethical issues is rather vague and needed to be more developed. The concluding paragraph has some merit, but is rather general and lacks depth of understanding. The candidate has produced a sound answer, but not one that is detailed or sophisticated.

**Marks awarded = 13 out of 25**

### Question Five

Assess the view that women have achieved equality with men in modern industrial societies. [25]

### General Comment

A good answer will incorporate evidence about the nature of sexual inequality today. There will also be awareness of the reasons why there may have been a reduction in the extent of sexual inequality in recent times. The answer will be evaluative throughout, with the assessment focusing on the claim that women have achieved equality with men today.

### Individual Candidate Response

#### Candidate A

As a sociologist, Ann Oakley claimed about her historical perspective in British societies, she said there were several factors that affected women.

At first women, men and children worked together as a unit production in small factories. All earned small amounts of money as a family. But then which factories were bigger developed where men could work because of their physical strength. The women and children were also employed but at a lower pay level. All the domestic work such as cooking, washing, cleaning etc were done by unmarried women. Slowly as acts came upon later, new laws stated against child labour. So the children had to stay home. Slowly

women working also declined as they had to stay at home and look after the children. Hence the economic dependency of women and children were on men. As time passed, men had competitors like women doing jobs. But there were certain jobs only for men like mining etc. So all these made the women depended on men. So Oakley concluded that now man have been seperated from domestic household activities, and increasing dependency on men have taken place.

Now in the modern society, the act of meritocracy have brought equality amongst everybody. It is where everybody is treated equally and also given the same opportunity and chance. Anyone can do anything if they have the talent and motivation. If they do not climb the occupational ladder, it means they lack the talent.

But now, the marxist feminist fight against patriarchy where men hold higher ranks, status and recognition. They support and they are the head of the family. Feminists, like marxist feminist understand the problem that oppresses men which would affect women. Men usually take their frustration from work and release it onto their wife. They try to understand and solve problems of patriarchy by fair means, and without hurting anybody. Liberal feminist also look at these problems but are sometimes against men. They are against the act of patriarchy but solve it using different means. All of these fight for equality and job satisfaction with healthy environment whereas other feminists fight against basic necessities such as food and shelter. There is another kind of feminist who are Radical feminists. They are the extreme feminists with lesbianism. They show the "don't care for men" attitude to revolt against men. With these kind existing in the modern world society, the equality has been achieved with men. Women now hold bigger recognition or even earn much higher than men. They are all treated the same.

However, Theodore Caplow also agrees to the fact of women being positioned lower in the occupational ladder for several reasons. He talks about the women are mother-housewife roles, so hence women's career is discontinuous because they need to look after the baby. Men are recognised as the primary earner and women as secondary income. Hence men need to payed higher. In order to be successful, one should be able to travel all along the world hence be geographically mobile, where women cannot do that because of their children they need to look after. The men are geographically mobile. Due to this, since women are dependant on men for income, they need to tag along. Hence they would have to accept any job available in the new place, which would be a low wage system.

But as we know, gender inequality takes place, it is because of the physiological and cultural differences that seperate both the sexes.

## **Candidate B**

Modern industrial society is one which is characterised by the advent of factories, liberal democracy and capitalism. Equality between men and women refers to them receiving equal life chances or opportunities and rewards. It also involves not being discriminated against solely on the grounds of sex. Modern industrial society has brought with it changes in all spheres of life. The main change was that the home was no longer the unit of production and that a huge labour force was now needed to work in factories. This, in turn brought changing roles and opportunities for both men and women. Some sociologists advocate that with this change to modern industrial society, women achieved equality with men in terms of power, prestige and wealth. Other sociologists maintain though that no such change occurred.

Walby shows how in all structures or spheres of life. Women remained in a position below that of men, For example, in the household, men had the decision making power. Additionally, in the workplace, men also had the top jobs such as managers, whilst women had lower paying jobs with little authority. Thus, he shows how women did not achieve equality with men in modern industrial societies.

Murdock postulates that modern industrial societies also experiences the sexual division of labour. He claims that women were made for child-rearing and bearing purposes whilst men were designed to endure hard work. Thus, the role of the woman lies in the home whilst that of the man was in the workplace. Murdock maintains that a change in society from pre-industrial to modern-industrial does not change women's ability to bear children, thus, it does not change this role. As a result, women did not achieve equality with men upon the change in society, since their sex prevented them from entering the workforce and compelled them to simply bearing children.

Feminist sociologists such as Firestone posits that women did not achieve equality with men in modern industrial societies. They make reference to the fact that men still dominated the home, workplace, religious and educational institutions as well as the media.

Parsons advocates that women are expressive by nature. Thus the role of the man is to be the breadwinner, which he does by entering the labour market. The role of the woman however is to stay at home to socialize children and to stabilize the adult. The coming of modern industrial societies does not change these roles and thus women were kept away from the labour market, thus depriving them the opportunity to become equal with men.

On the other hand, Marx's beliefs contradict those of the above theorists. He saw women as making the reserve army of labour.

The Human Capital Theory states that who entered the labour market got lower pay than men because they had little skills and education. This is because they interrupted their careers to bear children thus were of little use to employers. Nevertheless, Dual Labour Market Theory (Time Constraint)

### **Examiner Comment**

#### **Candidate A**

The answer contains a lot of relevant material, though it could have been better shaped to fit the requirements of the question. The approach adopted by the candidate is too descriptive. This is a common error in answers to the Paper One questions. To merit the higher marks available, the answer needed to be more analytical in addressing the issues raised by the question.

The candidate rightly incorporates an appropriate historical perspective in the answer by describing the separation of home and workplace that occurred during the early years of the industrial revolution. There are also well made references to the concept of patriarchy and different strands of feminist theory. However, there is little attempt to assess directly the claim that women now have equality with men. The increasing achievements of females in education and employment provide the context for the argument that sexual inequality has significantly diminished, if not disappeared altogether, in modern industrial societies. The candidate's answer rather elides this key argument and for that reason it fails to merit the top mark band.

**Marks awarded = 17 out of 25**

#### **Candidate B**

The candidate's introductory paragraph is promising. It includes a definition of sexual equality and sets the scene for the discussion that follows by noting the divide between those who consider that modern industrial societies have equalised relations between women and men and the counter argument that sexual inequality remains deep-rooted despite the process of modernisation. The rest of the answer, however, is descriptive and provides only a basic account of a few theories about the reasons for sexual inequality. This material could have been better applied to the question and the answer overall lacks an appropriately analytical approach. The candidate has apparently run out of time and, therefore, the answer is incomplete.

**Marks awarded = 15 out of 25**

### **Question Six**

Assess sociological explanations for the existence of racial discrimination in modern societies. [25]

### **General Comment**

This question requires the candidate to demonstrate knowledge and understanding of a range of explanations for the existence of racial discrimination. A good answer, for example, might cover explanations based on cultural/historical factors, the impact of nationalism, Marxist analysis, and the various debates about the existence of an underclass and the structure of the labour market in modern industrial societies. The question also provides scope for the candidate to use post-modernist contributions to highlight the limitations in earlier sociological accounts of racism and ethnic inequality.



## Individual Candidate Response

### Candidate A

Racial discrimination: Discrimination is based upon age, gender, race, complexion and language and on different other things related to race. In racial discrimination people are treated like scapegoats or like animals. People are not given rights and not even the basic necessities of spending life properly.

According to Marxist approaches people are treated like scapegoats. People have to leave their houses if they are treated very badly by other people. People also have to leave their job and education because of different discrimination and are treated very badly by other people. One of the examples is African people who live in America. African or black people are very enthusiastic and excited about education or related activities.

In schools black children are and were being treated badly. They are labelled as "Problem child" or "Trouble children" by teachers. Teachers also don't give proper attention to them. So these black children leave their school and go for crime or deviance which is very harmful for society and can create social problems for society.

In another sociological approach racial discrimination is conducted by the dominant group and by the upper class people mainly by the bourgeoisie on low class people or proletarians. One of the biggest examples is Afro-Caribbean. Sociological research conducted by sociologists in which they find out that the Afro-Caribbean moved to Britain thinking that they were moving towards "motherland" but their thoughts were wrong. In Britain there was a shortage of education for people who can perform official jobs or other professions after World War Two, so that's why they were called. Their wages were very low. White people gave them places to live in inner-city where they now want to live because there were no facilities of proper housing, renting was difficult, a lot of noise and pollution was present, no proper sewage system. In modern societies it is also found currently in India. Discrimination is present. Their Muslim people are treated very badly, no proper system of education for Muslims. Murder, sexual abuse, child abuse is common there.

In modern society racial discrimination is present. For example in Pakistan. People do not give attention to those people who are living in areas like Korangi, Malir as compared to those people who are living in posh areas like Clifton, Defence. They are given attention because they are not from a popular race. People who are living in popular and well-established areas are in the dominant group and have power. According to Marxists they are treated like scapegoats. Lower-class people are an economic purpose. Capitalists use them. They provide services to capitalists and the bourgeoisie.

Another example is of Sikhs living in America. Sikhs are killed commonly. They are killed because they don't have power, they are not in the dominant group.

In modern society educational institutions and religious and peer groups racial discrimination is present. Teachers in school label children and language they use is wrong. In peer groups some friends are discussing any social problem. Suddenly the topic changes to race. It is because of your race this discrimination is present. For example, Afghan and Pakistani friends are talking about population and poverty. A Pakistani can say that this is because of your population increase and facilities are divided between you people. We are not getting proper facilities because of you.

### Candidate B

Sociological explanation for the existence of racial discrimination in modern societies is that: Marxist Theory of racial discrimination in modern societies is that they did low status work, they do dead-end jobs with low pay. They have insecure jobs with no chances of promotion, have low status in societies, the Afro-Caribbeans or Bangladeshi did the dirty jobs. They are the working class which capitalist societies own them with low-paid, low status. Black people argue that they are one who are the conformists of white racial societies.

In Fuller's study of Black girls are that teachers labelled them troublemakers. Black girls do well in school but as teachers labelled them they began to fail in their education system. Griffin also studied them but she argued that they did well at school but as they knew that they were discriminated by teachers they lost at school. Marx makes false consciousness over working class communities that it is their fault and they had to do the dead-end jobs. Marx also aware working class communities of the class consciousness, they own the capitalist's societies own the working class population by giving them

insecure jobs. Bowels and Gintis also said that the working class are the subservience of the rich capitalist's societies. They accept the hierarchy, and motivate with them. And it is their fault not to gain access in education and accept the rich capitalist's societies.

Black boys are associated in deviant and crime activities. They are also discriminated in white racist societies both in education and work. Afro-Caribbeans are the underclass, black and Asian women have low status jobs, have low-paid, and insecure jobs with no chances of promotions. They did the part-time jobs to move their family from their poverty circle. Men of black and Asians did not do any jobs because as the decline in the industries work, men move out from the industries to management work or unemployed. Only Women of Black or Asian did the routine unskilled manual work.

Interactionists also labelled the black and Asian in education. They labelled in education system by labelled them troublemakers. They white teachers didn't give time Black and Asian children and that why they fail in schools.

Its not necessary that they were troublemakers, they did well in their studies but as teachers labelled the fail to gain access in education system and ready for doing dead-end jobs.

Functionalist theory is the basic sets of values which everyone share in the societies to make the societies to going on.

Racial discrimination is the fact in modern western societies is that they made the status low of black and Asian in their societies by giving them low status jobs. With no chances of promotion. With insecure job. With no chances of pensions or health or education. They always discriminate black and Asian on class, race and gender grounds. Black women have no low status in white racist societies. They didn't even give maternity pay or making them clear they would have their jobs after maternity have done.

### **Examiner Comment**

#### **Candidate A**

The answer lacks some clarity and overall it relies too heavily on assertion rather than informed sociological reasoning. It contains some useful examples of situations in which racial discrimination may occur. There is also a basic recognition that the concepts of power and privilege may be relevant for understanding why racial discrimination occurs. The references to discrimination in Pakistan and India provide helpful comparative material, though the focus needed to be more directly on racism. The candidate attempts to use Marxist theory, but demonstrates only a limited understanding of its relevance to the question. Overall, the answer fails to make the most of some promising references to examples of racial discrimination. The analysis is rather basic and there is insufficient use of appropriate sociological arguments and evidence from studies.

**Marks awarded = 12 out of 25**

#### **Candidate B**

Much of this answer is descriptive rather than analytical. It identifies a range of situations in which racial discrimination has been shown to occur. The reference to Fuller's study of Afro-Caribbean girls in UK schools is useful, though more might have been made of this material in developing the analytical part of the answer. The candidate shows some understanding of Marxist theory, but largely fails to draw out the relevance of that theory for answering the question. A strength of the answer is that it distinguishes between different racial groups, such as Afro-Caribbean and Asian. There is also a basic attempt to describe how the experience of racial discrimination may differ, to some extent, between male and female members of the same ethnic group.

**Marks awarded = 13 out of 25**

## Paper 9699/2 Principles and Methods 2

### Question 1

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

- (a) What is meant by the term *socialisation*? [2]
- (b) Describe **two** examples of gender socialisation within the family. [4]
- (c) Explain how a child learns to interact with other people. [8]
- (d) Assess the claim that sociologists have exaggerated the importance of socialisation in shaping human behaviour. [11]

### General Comment

This question requires the candidate to demonstrate knowledge and understanding of the processes of socialisation and the importance of those processes in shaping human behaviour. For this question it is expected that candidates have awareness of the arguments and evidence that sociologists use to demonstrate that social behaviour is shaped primarily by the processes of socialisation. There are four parts to the question:

- a) Two marks are available for a clear and accurate definition of socialisation, such as 'the social process by which people learn norms, values and a distinct sense of self'.
- b) For this question the candidate is required to demonstrate knowledge of the mechanisms through which gender socialisation occurs within the family. There is a wide range of examples that might be cited, including different dress codes for boys and girls, different toys, games, forms of discipline, etc.
- c) A good answer to this question might draw on G. H. Mead's account of how children learn through interaction with others. The focus of the answer should be on explaining why interaction is so important in the learning process.
- d) One approach to answering this question would be to mount a defence of the emphasis that sociologists have given to the importance of socialisation in shaping social behaviour. This might draw on evidence from cross-cultural studies, the cases of so-called feral children, and studies of education development and IQ. The arguments that Durkheim uses in his study of suicide could also be deployed to underscore the point that social forces play a key part in shaping human behaviour. Alternatively, the answer may focus more on criticising the over-deterministic quality of some sociological accounts of socialisation (Dennis Wrong's arguments, for example) and the contribution to the debate about socialisation of post-modernist writers might also be noted.

### Individual Candidate Response

#### Candidate A

- (a) Socialisation is a process by which individuals study the culture of the society he/she born into. Socialisation is divided into primary socialisation and secondary socialisation. By socialisation individuals will behave and act normally as what is expected by the other member of society.
- (b) Due to Marxist Feminist – Ann Oakley, there were four stages of gender socialisation through manipulation, canalisation, verbal appellation and exposure to everyday activity. Gender socialisation

within the family usually enforced to the children or individual through the exposure of everyday activity by which boys are asked by their parents to mow the lawn and throw out the garbage, in the other hand, girls are asked by their parents to help their mother in the kitchen, washing dishes and baby-sit their youngest sister or brother. Through canalisation, children or individual 'channel' by their family members by giving toys for them play with. Boys usually gived minature car and faked sword or pistols/guns, in the othe girls are usually gived minature kitchen utensils and dolls to play with.

(c) A Child learn to interact with other people through the process of socialisation where the child study the norms and values and behaviour of people around them usually his/her family members. As this child well-socialised he/she will interact with other people by speaking the society respective language which define as usual. If the child does not undergo the process of socialisation he/she may behave wildly for example the wolf child in Midnapore of South India, they do not have human instinct, their afraid of human being, they didn't eat properly which defined as normal, they can't talk and they can't even laugh. Normal child, in the other hand, undergo the process of socialisation will react normally, if something is funny he/she would laugh, if they gived feed they may eat it properly and they do not afraid of people but in the other hand they react to it. They also learn it by playing games which have rule to be follow.

(d) Sociologists claim that socialisation is very important in shaping human behaviour. We can't defy the fact what have been claimed by the sociologists is greatly true. Human behaviour can only be shaped through socialisation. Socialisation is the process by which individual learn the norms and values and culture of the society he/she born into. Without socialisation individual may not behave normally in the society. Socialisation divided into two stages, the primary socialisation and secondary socialisation. Primary socialisation refer to children as early as they were born, if the baby is a boy he would be wrapped in blue blanket, in the other hand, if the baby is a girl, she would be wrapped in blue blanket. As being claimed by Ann Oakley through manipulation, canalisation, verbal appellation and exposure would inforce gender awareness or concious in individuals. Without socialisation on gender, individuals do not know their own identity and personality. Through secondary socialisation, individuals undergo this process with other social agent other than family member such as peer group, friends, workplace and people in the society. By socialise with these people individual learns how to behave by learning the norms values by which defined as normal in the society. The sociologists found that without socialisation individual may not react and behave normally in the society for example on their findings about the wolf-children, Amala and Kamala, the wild boy of Aveyton, Victor and the Abandoned children, Genie.

### **Candidate B**

(a) Socialisation is the transmission of culture from one generation to the next generation. In other words, during the process of socialisation, a person will be taught the way of life living in a society by following the norms and values.

(b) Examples of gender socialisation within the family are

i) A boy in the family would be taught to be aggressive and independent of the family. He would be given works or chores which are best suited for him for example: Mowing the lawn, washing car or even do the heavy work such as carrying boxes etc. The boy will be taught to be masculine like his father and the relationship between the boy and his father is close and strong.

ii) Unlike girls which are taught to be more gentle and caring type of person. The girls would do the feminine works such as washing the dishes, take care of the younger siblings, cooking, etc. Mother would guide her daughters to become girls and behave like one. At early age, the daughters spend most of their time hanging out with their mother compared to their father.

(c) A child learns to interact with other people as soon as he was born. According to G.H. Mead, He explained that a child undergoes three stages in socialising and understanding his won identity. The three stages are Preparatory, Play and Game stage. In Preparatory stage, a baby reacts when he sees or being touched by a person. A baby would smile even though some gestures seem meaningless to the baby.

In early childhood, a child aged 2 to 5 years old are considered under the Play stage. In this stage, the children loves to play roles for example a girl would pretend to be a mother, by making biscuits from dough or taking care of her favourite doll as her own child. Similarly with the boys, a boy will play roles as his father and take things seriously and behave politely and responsible. In this stage, a child begin to realise the roles in a society and in a family which must be abide with responsibility. Sometimes a child plays with their siblings or neighbours as their play mates.

In the game stage, a child would play games with her friends especially in school. The child would socialise and interact with other people and play with them. In this stage, the child will learn the norms and values which should be followed in order to fit in the society. Children learn to interact with other people through Primary and Secondary socialisation. In Primary socialisation, the children will socialise within the family and close friends such as neighbours. While in Secondary socialisation, the children socialise in school, religious place like the mosque and church etc. The children begin to socialise and follow certain behaviours even without realising it.

(d) According to Richard Dawkins (The Selfish Gene), he claimed that the behaviours are biologically determined by genes. Behaviours such as selfishness and competitiveness are essentials in a person. However, his works had been criticised by an Anthropologist Richard. He studied the Kung People in Africa which practised collectivism. The Kung People practised community and collective land of ownership and showing and caring behaviours in the society.

Sociologists have exaggerated the importance of socialisation in shaping human behaviour as they revealed a rather chance discovery of the feral children. A few village people had discovered the girls living with the wolves in a cave. Both girls aged 6 and 8 years old. When these girls are brought into the village, they behave like the wolves and eat only raw meat. They shrieked and shrill like the wolves. They don't know how to speak, toilet trained properly and even walk like wolves using both hands and legs. Feral children are when the children are brought up by animals.

Another case would be Kingsley Davis' study of the Anna and Isabel girls. These girls are kept in a dark room away from socialisation. Both of these girls are illegitimate child. The grandparents kept them in a dark room as their punishment. When Anna was discovered she was barely alive. She was also like the feral children cannot walk properly due to the lack of sunshine and minimum socialisation. Similarly with Isabel which cannot talk and only shrill. After their discovery, the girls are given proper socialisation such as eating habits and study like other normal children. After a few months, the girls can talk even though it takes times for them to speak up. They can toilet-trained by themselves and play like other children the same age as them.

In conclusion, from the case studies it shows how important socialisation in shaping human behaviour. Even though some sociologists have exaggerated the importance of socialisation but in reality socialisation does play an important role in shaping human behaviour.

### Examiner Comment

#### Candidate A

a) The candidate achieves full marks for noting that socialisation refers to the processes of learning the expectations or requirements of a culture.

**Marks awarded = 2 out of 2**

b) A very good answer that uses appropriate technical terms (manipulation, canalisation, verbal appellation) and notes how the allocation to boys and girls of tasks that are associated with a particular gender identity may play a part in gender socialisation. The example of toys is also used to illustrate the same process at work.

**Marks awarded = 4 out of 4**

c) Apart from the reference to game playing at the end of the answer, there is little in the candidate's response that focuses on the importance of interaction specifically in the learning process. This is rather a general answer about the importance of socialisation and as such it merits only half marks.

**Marks awarded = 4 out of 8**

d) This is a disappointing answer overall. It is confined mainly to describing what the processes of socialisation involve. There is little attempt to explain why sociologists consider that socialisation is such an important factor in shaping social behaviour. The reference to feral children at the end of the answer is promising, but it needed to be developed analytically in order to demonstrate how these case studies help to support the sociological argument about the importance of socialisation.

**Marks awarded = 5 out of 11**

## Candidate B

a) The candidate rightly notes that socialisation is a learning process that involves the transmission of culture from one generation to the next.

**Marks awarded = 2 out of 2**

b) The candidate offers two appropriate examples by referring to the different type of household chores allocated to girls and boys and to the tendency for girls to spend more time with their mother and boys spending more time with their father.

**Marks awarded = 4 out of 4**

c) The candidate rightly takes the opportunity to outline G. H. Mead's account of how children learn through interaction with others. This is a very good answer that falls just short of the requirement for full marks. To achieve full marks it needed either to provide more detail about Mead's theory or offer at least one other account of the importance of interaction in the learning process.

**Marks awarded = 6 out of 8**

d) The answer begins promisingly with a rejoinder to Dawkins biological explanation of social behaviour. However, the rest of the answer becomes mired in a descriptive account of different cases of feral children. The relevance of this material for answering the question is only loosely intimated. More could have been made of the feral children case studies in demonstrating that socialisation has a considerable part to play in explaining social behaviour.

**Marks awarded = 6 out of 11**

## Question 2

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

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

- (a) What do sociologists mean by the term *reliability*? [2]
- (b) Describe **two** problems in using a laboratory setting to study people. [4]
- (c) Explain why a sociologist may choose to use experiments as a research method. [8]
- (d) Assess the claim that in sociological research quantitative data is superior to qualitative data. [11]

## General Comment

This question invites the candidate to consider the difficulties in using laboratory research in sociology and the arguments for using field experiments as an alternative. It also requires the candidate to demonstrate knowledge and understanding of the positivist and interpretivist perspectives on sociological method. There are four parts to the question:

a) Candidates often misunderstand this key term, sometimes confusing it with like terms such as validity and representativeness. Reliability refers to whether the same results would be produced if the research were to be repeated using the same research strategy and procedures.

b) This question requires the candidate to demonstrate knowledge of the potential problems that can arise in using a laboratory setting to study people. These problems may be practical, ethical, or theoretical.

c) A good answer to this question would link the use of experiments to the positivist perspective. Reasons why experiments may be favoured as a research method include, for example, the ease of controlling and manipulating variables, the ability to identify causation, reliability, and the scientific status of the research strategy.

d) A good answer to this question will demonstrate a clear understanding of the distinction between quantitative and qualitative data and will identify the strengths and limitations of both types of data. The two types of data may also be linked accurately to the positivist and interpretivist perspectives respectively.

### Individual Candidate Response

#### Candidate A

(a) The term reliability are used by the Positivists, to define where sociological research can be carried out repetitively or in repetition but the outcomes or results obtained are still same as before.

(b) Problems in using a laboratory setting to study people are:-

(i) Whatever variable or factors the researcher controls to study people in the end the results will be high productivity. A good example would be the 'Hawthorne effect' case study. Elton Mayo had experimented a factory workers. Whether he increased or decreased the temperature of the room, shorten or longer the breaks and working hours., he still got high productivity from the workers. This shows that experiment can be affected if a researcher reveal his identity thus the workers react upon him not the experiment.

(ii) The validity of the research. The researcher can't reveal the true picture of the subjects as he knows that he is being experimented.

(c) Sociologists such as Positivists may choose to use experiments as a research method because they can collect information or data first-hand. By doing so, they can replicate or repeat the experiment again but still achieved the same results. Positivists like to test a hypothesis which are based on natural sciences. Social facts would be taken in consideration.

(d) Sociologists have the right to choose what type of research method they wanted to carry out for their researches. It depends on what type sociologists they belong to. In this case, quantitative data is superior to qualitative data are more likely to be a Positivist's sociological research.

Quantitative data is a data collected in statistical or numerical forms of data which can interpret in percentage, fractions etc. A good example would be official statistic. Researcher likes to use quantitative data as it is easily accessible and reliable. Positivist believed that quantitative data is best method of research compared to qualitative data because it provide accuracy, easily accessible and cheap. It doesn't consumes a lot of time in conducting a research.

#### Candidate B

(a) Reliability refers to the ability of a research to be retested by a different researcher at a different time using the same sample and thus producing the same result.

(b) One problem with using a laboratory setting to study people is that the data collected may not be reliable since human behaviour, according to interpretivists sociologists, is constantly changing. A different result could be produced if the same sample is studied by a different researcher five years later. Another problem with using a laboratory setting to study people is that the data may not be valid since people's behaviour changes when they are aware that they are being studied. As a result the picture these people are presenting would be a false one.

(c) Using experiments as a research method is usually adopted by the positivist sociologists. They may choose to use this method because of theoretical issues in that they believe in collecting objective and quantitative data. As a result of this data collected via experiments can be easily analysed since it is presented in numerical form. They also place high emphasis on reliability so that since experiments are high in reliability they can make generalisations and thus produce laws of human behaviour.

Another reason why a sociologist may use experiments as a research method is because of its practical advantages. It is relatively inexpensive to conduct an experiment and it also does not consume too much time. In this way the positivists are saving on both money and time.

(d) According to positivists, quantitative data is superior to qualitative data because it can be easily analysed and is high in reliability. Instruments such as questionnaires, structured interviews and official statistics are mostly used by these sociologists to conduct researches. They claim that the data collected can be easily placed in quantifiable form and that it can be retested at a later date and still produce the same results. However, Interpretivists claim that qualitative data is superior to quantitative data because the data collected is higher in validity. Unstructured interviews and participant observations are the instruments that these sociologists dominate because they produce data that presents a truer picture of human behaviour. They say that people's actions change when they are aware that they are being studied so that the positivist form of research would not produce valid data.

### Examiner Comment

#### Candidate A

a) Despite the language used being somewhat infelicitous, the candidate succeeds in linking reliability appropriately to the notion of repeating a study and coming up with the same results.

**Marks awarded = 2 out of 2**

b) The answer identifies only one problem with laboratory research, that of the possibility that the respondents are influenced by the knowledge that they are under study.

**Marks awarded = 2 out of 4**

c) The answer is disappointingly short, though it does at least make the connection between positivism and the interest in using experiments in sociological research. The point about replication is also well made.

**Marks awarded = 2 out of 8**

d) The candidate rightly makes the connection between positivism and the preference for using quantitative data in sociological research. Some of the advantages of using quantitative data are noted briefly, but the answer lacks consideration of the disadvantages. Similarly, the strengths and limitations of qualitative data are overlooked. Hence, this is a partial answer that fails to meet the requirements of the question.

**Marks awarded = 3 out of 11**

#### Candidate B

a) Full marks awarded for what is an almost textbook definition of the term reliability.

**Marks awarded = 2 out of 2**

b) The problem identified by the candidate in the first sentence of the answer is a non sequitur, as the point could equally be applied to other research methods. The point about people's behaviour changing when they are in a setting, such as a laboratory, where they know that they are being studied is an acceptable example of a problem with laboratory research.

**Marks awarded = 2 out of 4**

c) The answer begins well by the candidate noting the connection between positivism and the use of experiments in sociological research. Appropriate terms such as objectivity, quantitative data, reliability, and generalisations, are used to explain the advantages for positivists of research strategies that incorporate experiments. The possibility of saving time and money through the use of experiments is also noted, though this is a more debatable point.

**Marks awarded = 7 out of 8**



d) The answer lacks some detail and the analysis is rather basic. Nevertheless, the candidate rightly notes the connections between positivism and the use of quantitative data and between the interpretivist perspective and the use of qualitative data. Some advantages of each type of data are mentioned, though here the answer needed to be more developed.

**Marks awarded = 7 out of 11**

### Question 3

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

- (a) What is meant by the term *social mobility*? [2]
- (b) Describe **two** ways in which a person may attain a higher position in society. [4]
- (c) Explain why females may have fewer opportunities than males to achieve upward social mobility. [8]
- (d) Assess the claim that ability and effort are key to achieving higher status positions in society. [11]

### General Comment

This question focuses on social mobility and the claims of the meritocracy thesis in particular. The candidates are asked to assess the extent to which meritocracy exists and to reflect on the issue of social mobility in relation to gender divisions specifically. There are four parts to the question:

- a) This question requires the candidate to demonstrate awareness that social mobility refers to the movement of individuals and groups between different positions within the system of social stratification.
- b) A good answer would describe two ways of achieving upward social mobility, such as through marriage, educational attainment, career progression, or entrepreneurial success.
- c) Candidates need to be wary here of providing only a general descriptive account of theories of sexual inequality. A better answer would focus specifically on the issue of social mobility and why women may have fewer opportunities than males to move up the social scale.
- d) Essentially, the question invites the candidates to assess the validity of the meritocracy thesis. The assessment may be implemented through references to relevant empirical evidence and/or by outlining contrasting theoretical perspectives on the issues of equality and social justice in modern societies.

### Individual Candidate Response

#### Candidate A

- (a) Social mobility refers to the opportunity and ability one has to improve his status or to move to a higher social class.
- (b) According to the functionalists, one way in which a person can attain a higher position in society is through a system called meritocracy. In this system the individual has a fair chance of gaining a higher position through his achievements. According to the marxists, the only way to achieve or attain a higher position in society is through ascribed means, in that an individual belonging to the upper class would

have an opportunity to attain a higher position whilst a working class individual would not have such an opportunity.

(c) Feminist sociologists would state that females may have fewer opportunities than males to achieve upwards social mobility because of patriarchy in the workplace. Sociological literature would dictate that women mostly occupy clerical jobs and the lower positions in organisations with little opportunity for promotion whilst the men command the top jobs, such as doctors, lawyers, and are familiar faces within the senior management in organisations.

(d) Functionalists believe that in order to achieve a higher status in society it must be done through ability and effort. People must be willing to make sacrifices and work towards what they want. Those individuals who have achieved, in that they have obtained their ordinary level passes and have a degree, will be stamped with a high status and may be able to command a six figure salary. Others who are not willing to make sacrifices and further their education or those who may only have their ordinary level passes will not be able to obtain social mobility.

However, Marxist sociologists claim that the key to achieving higher status positions in society is not through ability and effort but through social links. They claim that working class individuals, no matter how hard they try or how much they achieve, will always stay in the position they're in because the ruling class has command of the top positions and they are using that power to prevent the working class from rising to the top.

Feminists, on the other hand, may claim that the only way for women to achieve higher status positions in society is through equality between men and women. They believe that men are preventing women from achieving which is why women continue to occupy the clerical jobs.

### **Candidate B**

(a) Social mobility can be defined as the process whereby an individual changes their status. Social mobility can be upwardly move or downwardly. It is mainly the change in the social life of individuals within society.

(b) One's position in society is determined in terms of status. Status however is ascribed or achieved. Ascribed status defines when one is born into their particular lifestyle – prestige, power or wealth e.g. Caste system. Achieved status defines when one is born into a society of inequality and has to gain practical merits to become successful and obtain a good job to gain the life chances such as the desirable things of life e.g. working class member – merit – middle class member (embourgeoisement).

(c) In pre industrial societies males were given the upper hand to work and experience all about what society had to offer. In the days of tribes, the men were the sole provider for their extended families. They were hunters and land owner where as the women were care takers of the home and child bearers. This theory was put forth by the feminists who believed that women were oppressed. However as society developed and industrialisation evolved women started taking control of their actions and desires for contributing to societal development was their aspirations. Females were seen however as in terms of the educational system as to having low self esteem, they were more concerned with their beauty and the male were however given the core subjects social sciences leaving the other average subjects for the females. This was argued and thoughts of biasness was the head of this argument. Thus modernisation resulted in less gender biasness and females began to achieve and gain equality. Margaret Thatcher was the first Prime Minister of Great Britain, who proved that women/females could achieve and began upward social mobility.

(d) In a society of inequalities and stratification among members there are two main classes according to Marx. He believed that the bourgeoisie owned and controlled the capital and the proletariat also known as the working class sell their labour to the ruling class as means of acquiring capital to survive. The ruling class uses the superstructure to oppress the working class into staying into their position as a means polarisation can be dispersed.

The working class on gaining class consciousness are aware of the exploitation and try to change it by means of taking social control. The ruling class however adopt false class consciousness to maintain the order of society so the capital will regain the flow capital and the working class exploitation will considerably be. The working class however adopts other means of achieving status positions in society such as with the help of the educational system. They gain merit and receive better paying jobs and

mobilizes themselves in terms of life chances. They however are involved in the embourgeoisement thesis which is when they become part of the middle class.

Some however believe that some working class members refused to work and die or work to survive. Some working class members depended on the welfare system for means of survival.

Achievement was seen in terms of the individual, their home, school and society that they lived in. This is seen in terms of material, cultural or linguistic deprivation. However the achievement of an individual is based on merit – acquiring the desirable things and life chances of life. Some however remain the same and say “I was born under a bad sign and it is an uphill climb to the bottom”.

### Examiner Comment

#### Candidate A

a) Not a perfect definition, but the candidate is aware that social mobility refers to the opportunity to move to a higher social class, so the answer is worth two marks.

**Marks awarded = 2 out of 2**

b) Two marks were awarded for the candidate noting that personal achievement or effort is one way in which upward social mobility might be secured. The discussion of ascribed status in the last sentence of the answer is irrelevant to the question.

**Marks awarded = 2 out of 4**

c) The answer is rather brief and covers only a few relevant points. Each point is valid, but needed to be developed in order to provide a full response to the question.

**Marks awarded = 4 out of 8**

d) The answer begins well by noting that the claim on which the question is based has links to the functionalist theory of stratification. Some useful contrasts are then made with the Marxist and feminist perspectives. However, once again the candidate fails to develop the material and the answer peters out without providing a conclusion or much of an assessment of the issues raised by the question.

**Marks awarded = 7 out of 11**

#### Candidate B

a) A poorly expressed answer in some ways, but the candidate ultimately succeeds in conveying the idea that social mobility refers to an upward or downward change in social status.

**Marks awarded = 2 out of 2**

b) A vague and poorly expressed answer. One mark was awarded for intimating that hard work in some way may enable a person to achieve upward social mobility.

**Marks awarded = 1 out of 4**

c) The answer mainly consists of a rather basic account of some of the factors explaining sexual inequality in general. The failure to focus directly on the difficulties women may face in achieving upward social mobility prevents the answer achieving marks at the top of the range.

**Marks awarded = 5 out of 8**

d) The answer could have been structured better. It begins with an account of the Marxist theory of stratification, without providing an explanation of how that material is relevant to answering the question. The reference to education as a means potentially of achieving upward social mobility in modern industrial societies is well made, though it might have been further developed. The rest of the answer lacks coherence and few relevant conclusions emerge.

**Marks awarded = 6 out of 11**

## Paper 9699/3 Social Change and Differentiation

### Question 1

- (a) Describe, with examples, what is meant by the *life cycle* of the family. [9]
- (b) 'In modern industrial societies the majority of individuals live in nuclear family households'. Assess this statement. [16]

### General Comment

(a) Candidates are expected to clearly show how families continue through the cycle of having and raising children and then this moving on to a period of living without children and then the cycle repeating. Support from two distinct examples is required.

(b) Candidates need to show that there is a debate posed by the question and support both sides of it. Namely that there is evidence that in modern industrial societies many people live in nuclear families but that extended families continue to have importance in many ways. Candidates should then evaluate their evidence before coming to a balanced conclusion.

### Individual Candidate Response

#### Candidate A

(a) The life cycle of the family refers to the stages by which a family goes through during its existence. The family first starts with the birth of a child or children. This is seen as the family member continuing to reproduce and create new social being to introduce into society. The next stage of the family is that of childhood where the children are socialized into their behaviour roles. The existence of the childhood stages of life cycle is largely dependent upon the society in which the family exists. In modern industrial societies childhood is a result of the legislation put in place such as mandatory education from the years between four to fourteen. It is also the result of differences in socialization patterns through the work of psychologists such as Freud who show that the child needs special conditions. This part of the lifecycle is not always seen as some societies do not have to provisions in place to accommodate childhood.

The next stage of the lifecycle is that of adolescence and the beginning of courtship. In modern industrial societies it is during these years by which the opposite sexes are allowed to pursue each other. This is seen as a result of capitalist society of products and industries are needed to assist this courtship stage. Society also facilitates this stage by holidays such as Valentine's Day. After courtship, the next stage which follows is the marriage of the members in the courtship relationship. At this stage the family is formed through reproduction and begins again until death of the members of the family and cycle.

(b) The view that households majorly consist of nuclear families in modern industrial societies is one which came about as a result of the sociologist Murdock. He investigate one hundred and twenty four societies and found that households majorly consist of two parents, a mother of female sex and father of the males who shared children either through biological or legal means and lived in the same household. The study has roused widespread opinion that households consist of these characteristics. However, modern industrial societies are found to consist of a variety of households untypical of this definition. It can be seen that there are factors in modern industrial societies which can give rise to other households other than the nuclear family. The work of other sociologists has shown that there is the existence of matri-focal homes, extended families and even gay and lesbian families.

Modern industrial societies have brought in its wake the development of a number of technological developments which seek to make the lives of citizens easier. Radical feminist make the claim that through the use of these technologies, women will no longer be forced to engage in marriages and nuclear families which the feminist view as a means of restricting women in society and perpetuating the patriarchal dominance of society. Through the use of intrauterine insemination women can choose to be impregnated with sperm to have their own families without the input of men. This gives rise to numerous matri-focal families. Also women no longer need man to support them in these families as the opening of the education system and job market has allowed women to achieve the qualifications to become economically independent of men. This view of the family does indeed occur in the modern industrial

society, although it strays from the Murdock definition of two parents to economically support the home and children.

Modern industrial societies due to industrialization and urbanization has seen migrants leave their native countries to explore the opportunities which modern industrial societies offer. This geographical mobility may mean the separation of families and the creation of new nuclear families which modern industrial societies encourage. This may not always be the case as shown in Driver and Ballard's study of the South East Asians. The members in order to deal with the loneliness and alienation ethnic minorities sometimes suffer at the hands of the modern industrial societies moved their entire family to the society. The extended family remained intact and was able to provide members of the family the support they needed. Murdock and other functionalist sociologists such as Parsons sees the society providing the economic and social needs of the family allowing the nuclear family to thrive. However, the South East Asians still saw the need for the extended family in the modern industrial society.

The liberal laws and state of democratic government which is characteristic of modern industrial society has given rise to the means to facilitate homosexual marriages in society. The legalization of such unions has mean that these couples can now form families of their own. The ability of adoption and surrogate mothers has also allowed these families the ability to have children of their own. This picture does not match that of Murdock's nuclear family but modern industrial societies ha supported such unions.

Therefore, it can be seen that nuclear family is not the dominant type in modern industrial societies as the factors of the society has given rise to other family forms.

### **Candidate B**

(a) The life cycle of a family is the different changes that a family goes through. The first stage would that of a newly wed couple, usually without any children. Next stage would be the couple with young children, the couple with teenage children. Soon the children would leave the household to make an independent life. Thus, we are left with stage similar to the first one, that is, couple without any children. The life cycle of a family is important to study when considering the diversities of families.

(b) A nuclear family can be defined as consisting of two adults and their offspring. Murdock argued that the nuclear family was universal. He came to this conclusion after conducting studies of a number of aboriginal tribes. Murdock argued that the nuclear was an ideal one of today's society.

Parsons contended that family forms such as the extended family cannot properly exist in an industrial society. Parsons argued that the nuclear family allowed individuals to be geographically mobile which required in an industrial society. An extended family would only hold an individual back. Goode and Parsons both argued that the nuclear family was ideal in a society of achieved status. In an extended family, where status is ascribed conflict can arise when for example, the father is a farmer and the son hopes to be a lawyer. Goode points out that nuclear family gives individuals freedom which is important in a modern society. As a result, the majority of people live in nuclear households.

These views, however have been heavily criticised. Murdock research evidence has been criticised as being unable to make any solid generalisations since the research is based on non-literate, tribal societies. Hamilton (1995) points out that Murdock's arguments cannot be applied to a society with much diversity. Parsons and Goode have been criticised for ignoring other family forms and painting a picture of the nuclear family as perfect.

Gonzales (1970) points out that forty-five per-cent of Black Carib families in Honduras are headed by single-parent mothers. In the United States, up to fifty per-cent of African Americans are born into single-parent households. There has been an emergence of gay and lesbian households. Between 1985 and 1990 in San Francisco, one thousand babies born to gay or lesbian parents. In the Caribbean, especially among Afro-Caribbeans, matrifocal families are quire common.

In conclusion, the idea that the majority of people live in nuclear family households is too broad and sweeping. Over the past decades, people have chosen or found themselves in alternative family forms. To do so has been increasingly easier with the introduction of divorce legislation that makes divorce easier, and the introduction of welfare or state benefits that makes life less hard.

## Examiner Comment

### Candidate A

(a) In this answer the candidate has described the life style of an individual rather than that of the family. They gain some reward as the individual is described within a family but they needed to show a clearer understanding of the concept to go higher.

**Marks awarded = 3 out of 9**

(b) In this answer the candidate clearly shows that they understand the root of the question in the reference to Murdock. They go on to develop several examples that refute the statement and they do end by addressing the question directly. The conclusion though is not developed and the evidence that is offered is not evaluated other than by juxtaposition.

**Marks awarded = 9 out of 16**

### Candidate B

(a) In this answer the candidate goes directly to the meaning of the concept and shows the stages a family goes through. Although examples are offered they are not developed so the candidate does not gain full marks.

**Marks awarded = 7 out of 9**

(b) Again this candidate starts with the Functionalist view of Murdock and Parsons. They then get sidetracked into describing different types of families rather than addressing the question. The candidate then evaluates the material that they have offered even though this was not the material that was required by the question. However, the candidate then comes back on track with Gonzales and comes to a reasonable conclusion where they also consider the role of legislation.

**Marks awarded = 9 out of 16**

## Question 2

(a) Describe the ways in which the status of children in families has changed in the last 100 years. [9]

(b) Assess the view that the nuclear family is the ideal family type for modern industrial societies. [16]

## General Comment

(a) For this question it was necessary for candidates to show how the position of children within their families has changed during the twentieth century. This can be shown both to have improved and deteriorated and two examples were needed to support the answer.

(b) In this question candidates were expected to consider the positive advantages of nuclear families in modern industrial societies as well as the potential negative effects. As with all part (b) questions there was the need to identify the debate, outline the evidence, then assess it and come to a balanced conclusion.

## Individual Candidate Response

### Candidate A

(a) There is a greatly changed in the status of children in families in the last 100 years. One of the effect of the changing status of children is fertility rate. In new industrialised society, with the advances of medical check-ups and birth control such as birth control pills, the fertility rate of child birth has fallen. These advances birth controls has been spreaded to Asian nations after United States of America and Europe.

Economic factor also affected the status of children in the 20<sup>th</sup> Century. Any parents now have the opportunity to have more children as the welfare helps the parents in tax payments and opportunity of going to school. More children are more likely to be given education as their parents sent them to schools to educate to higher levels of education in the post 16 years old. Thus, the labour children has been banned and the school education is made compulsory for both male and female children. Unlike in the medieval times, the children is seen as the 'little adults' who known to be a 'unit of production' to the family. Now, the standard of living has increased as the society has developed to the new era, in which children is seen as precious generations to replace the old generation.

Moreover, the state intervention also responsibility in changing the social standing of children. Abortion is legal to some society in order to make the family as nuclear and the society is more child-centred in contemporary society. Take for instance, the extremely example from China, where Government put 'one child policy' as crucial decision to make a modern nuclear family. Therefore, the status of children will be stable, the fertility rate is falling and the standard of living in China will improve, as the economic market of China is efficiently stable.

(b) The Functionalists in modern industrial societies view 'nuclear family' as the 'ideal family type' for contemporary societies. Murdock claims that the ideal nuclear family consists of mother, father and one or three children for modern industrial societies anywhere. He suggests that more nuclear family in post Second World War societies., more stable the family are, in terms of socio-economic factors of society.

In cultural term, in modern societies, the nuclear family of parents and three children is ideal for the Western European society whereby the nuclear family has given more shared or joint conjugal roles. For example, the husband or breadwinner plays the instrumental role. While the housewife plays the expressive role. The division of labour at home are now more equal as the husbands are more likely to share with their wives with the domestic works. Compared to the traditional nuclear family, in which, merely the wives take the domestic works and maternal role in family. As the advance technological development occurred, the opportunity for women to work and employed in the market sectors has improved. This is due to the changes in Women's International Association – women's rights to be equal as the male counterparts.

In the case of China's cultural term, the state of government interventions imposes the 'one child policy' to stable the economic and over crowded population in china. As what can be seen from the 'one child policy' the nuclear family is now consists of parents and one child in the family. This can be resulted a child-centred at the heart of child-centred society, whereby both parents and/or grandparents doting the child.

Similarly to Murdock, Parsons supports Murdock's claim that nuclear family is the ideal family type for contemporary society. Parsons added that the functions of family is improved i.e. the idea of 'child-centred'. More, unfortunately, the other factor of economic has a responsibility in shaping the ideal nuclear family which is found in modern industrial societies. Different societies has different salary or wages. For the middle class society, they are able to afford the economic financial to improve their standard of living since with having a nuclear family as their choice of family, they can save money from spending their child or children's school fees, bills, debts and other material needs and wants, from wasting the work hard financial salary. Meanwhile, as for the working class society, having the nuclear family as their choice can also saving money from buying a lot of clothes, books, toys and children's and spouses special needs, as their life is depending on their salary money to pay any emergency needs like an operation, because of their poor standard of living.

Unfortunately, other functions of nuclear family has lessen and responsibilities because other sociologists argued that 'nuclear family' is 'not' the ideal family type for modern societies. One of the factors is due to changes in laws. There is a diversity of family type that can be seen as 'ideal' concept that found in the contemporary societies. It depends on each society to choose what type of family they prefer to in relation to different societies have different cultures and different economic development. Examples of the diversity type of family are one/single parent family, reconstituted family, extended family and symmetrical family.

In the case of single parent family, the society favours in this type of family because of the couples of married couples might get divorced and a single father or mother is more comfortable in giving his/her attention to their child or children (though, this can be argued that single father or mother might find difficult to give his or her full attention towards his or her child or children as they have other burden at work. This shows the burden dual role of matrifocal society, especially.

## Candidate B

(a) Children when they are born pass through several changes of life before they reach adulthood. They are first infants, adolescents and finally take on adult roles in society. There have been significant changes in society over the last 200 years.

Society has evolved from the preindustrial times of the hunting and gathering societies where the adults and children were similar as both had a part in production. Boys were taught how to hunt and girls were socialised into doing household tasks i.e. domestic work. Then came, industrialization and brought about a number of social changes. The enlightenment era was a product of industrialization. Science, rationality replaced religious beliefs and traditions and superstition.

There have been a number of changes which have greatly affected the position of the children in the family. With the banning of child labour. Children have come to be seen as distinct and the belief that as soon as children were able to work they should was altered. Women had to stay home in order to take care of her children.

A sociologist by the name of Philip Aries has given a detailed view about how childhood began to be seen as a distinct phase. He draws the analysis that after the banning of the child labour in factories and the compulsory age of children to attend school was extended then childhood began to be seen as a distinct phase of life. Parents began to take a greater interest in the upbringing of their children.

Also another sociologist David Grossberg has analyzed the way that youth developed as a distinct phase of life. His starting point about how adulthood and childhood were seen as two distinct phases is important. He believed that after the industrial revolution childhood came to be seen as an age of innocence where children needed protection.

However, the status of children differs greatly between middle class and working class families. The middle class family has the advantage of higher income, better life chances and they can pass this on to their children. Whereas working class parents are severely disadvantaged because of their low income, poor working conditions and very poor life chances. Thus the experiences of children from both working class and middle class families will differ.

The new perspective of postmodernism analyzes the position of children as informed consumers. Children are increasingly looked upon as watching the same television programmes listening to the same music as their parents.

Thus, the social position of children has changed considerably over the last 100 years.

(b) Family is seen as the cornerstone, bedrock of society. Peter Murdock argues that the family is a universal feature after he analyzed 250 societies. However, this claim has been disputed by Kathleen Gough who offers a differing view of the Nayer society where the concept of family as defined by Murdock is not present. There is no single definition of family.

Talcott Parsons a leading functionalist has given his idea about the family. He says that the family performs two basic functions. The first function the family performs is the socialisation of the young children so that they learn the norms and values of society. The second vital function of the family is the stabilisation of adult personalities the parents can relieve their stress by acting out their childish parts by playing with their children's toys. He believes that the isolated nuclear family is the ideal type of family that can adapt to the needs of capitalism. According to him the various functions previously performed by the family have been taken over by the specialist organizations such as schools, hospitals and businesses. This process is known as structured differentiation. Also, this makes contact with kin more a matter of choice rather than obligation. He also believes that the isolated nuclear family is geographically mobile and can take up the opportunities for employment by moving their residence.

Also, other sociologists have argued that the nuclear family is the ideal type. Young and Willmott have studied working class families and believe that the nuclear family is increasingly becoming important in the modern industrial societies. According to them the family has passed through several stages. The stage 1 family was one where the family was the unit of production and it was a nuclear family. The stage 2 family was the industrial family, in this type of family kin remained very important. The mother daughter bond was very strong and they formed a trade union by excluding men from the family circle and men responded by going to the pubs. The mother and daughters shared domestic responsibility such as babysitting, shopping and cleaning. The stage 3 family known as the symmetrical family saw the return of the nuclear family with ties with kin became almost non-existent. The husbands became increasingly



family centred and the bond between husband and wife became very strong. Home became a more attractive place with a lot of comfort and consumer goods.

However, the view that the family i.e. the nuclear family is the ideal type of family has come under severe criticism from the conflict sociologists. Edmund Leach traces the family links and how they have broken from extended family ties to the nuclear family. He believes that the nuclear family places an extra burden on its members and the needs become too great to support them, care about then thus the nuclear family is the cause of all discontent according to him. R.D. Laing has analyzed families where one member is diagnosed as schizophrenic he analyzes how the nuclear family with its dark side has a harmful effect on the members. He analyzed a particular case where a girl imagined herself to be in the game of tennis. Thus, these two sociologists have also be criticized for using too small samples and becoming generalizations. Some have argued that they start with the view of society out of control and will obtain results to confirm this view.

In the modern industrial society there have been emerging family forms which can be seen as quite distinct from nuclear families. Cohabitation has been on the increase. This is where a male and a female decide to cohabit and they do not marry and also often have children during this period. The number of single person households where people decide to live on their own has seen a three fold increase in recent times. Sheeran argues that there are son many households that are matrifocal this is where the head of the household is a female. Also the number of lone parent families is on the increase and they are usually mothers.

Calhoun has analyzed gays and lesbian households which is a radical alternative to the nuclear family. She argues that many of them view their families as 'chosen families'. There is also increasingly equitable division of domestic labour and both the partners share an egalitarian relationship.

Feminists such as Purdy argue that the nuclear family is an exploitative unit and in order to improve women's position in society they should go on a strike until their demands are taken seriously by men.

In this era there is no ideal family type as Judith Stacey a postmodernist suggests now there are a number of households family types and it is no use arguing about the ideal type as society is increasingly characterized by fluidity, diversity and change.

Thus the claim about the nuclear family being the ideal family type in modern industrial societies can be disputed.

### **Examiner Comment**

#### **Candidate A**

(a) The candidate begins with accurate reference to the changing fertility rate but the opportunity to link this to the status of children is lost. Again the economic points are relevant but the opportunity to link to the question is again lost until the comments about 'little adults' and 'a precious generation' are made. The candidate then makes reference to legal changes but the answer is more related to society rather than the status of children in families. This answer demonstrates how a candidate has lost marks by not directing their material to the question that was asked even though they obviously know a lot of appropriate material.

#### **Marks awarded = 4 out of 9**

(b) The candidate begins clearly with direct reference to Murdock and his view that nuclear families are ideal for modern industrial societies. They then go on to describe what happens in nuclear families rather than answering the central contention of the question, which is whether the nuclear family is 'ideal'. A discussion of the functions of the family then follows and there is a hint that the nuclear family is not ideal. With the exception of Murdock and Parsons this essay lacks empirical evidence or theory and is not evaluative.

#### **Marks awarded = 6 out of 16**

#### **Candidate B**

(a) This candidate offers a rather lengthy answer to this part of the question. The first two paragraphs add nothing to their answer and could have been omitted. Then the candidate begins to directly answer the

question with appropriate use of Aries and gives several good examples of how the status of children has changed and how this is not uniform.

**Marks awarded = 8 out of 9**

(b) The candidate offers a very sound answer to this question. A clear start is made with a focus on Functionalism, this is supported by empirical data, although the description of the stages of the family is unnecessary and adds nothing to the answer. The candidate then becomes evaluative by looking at the dysfunctions of the family. A good description of the alternative types of families follows as well as a consideration of other theoretical perspectives. They end with a clear conclusion that brings the answer back to the question.

**Marks awarded = 12 out of 16**

### Question 3

(a) Describe, with examples, the improvements in the educational opportunities for females in modern industrial societies. [9]

(b) Assess the view that the education system helps to maintain social inequalities. [16]

### General Comment

(a) This question required candidates to show how the opportunities for females in modern industrial societies have improved in education. Again examples, preferably two, were needed to support this answer.

(b) For this part of the question candidates needed to show that they understood the debate that education may help to keep groups separate in society or it may help to increase mobility and equality. The evaluation of the evidence leading to a conclusion was a necessary part of a good answer.

### Individual Candidate Response

#### Candidate A

(a) During industrial societies, education opportunities are limited for males. Education opportunities are not promoted by the state for females.

It is said to be males perform better than females. Males usually dominated in high challenge subject such as science and maths. But Fuller suggested Afro Caribbean females perform better compare to Afro Caribbean males.

By the 19<sup>th</sup> century laws were passed. Education was compulsory for every individuals this include females. Although females are said to be performing poor in their G.C.E. A levels and IGCSE females usually dominated the number of students in universities. Females are also sent for educational training to overseas.

Feminist suggested that females are limit to educational opportunities because they are only considered having domestic roles. But now according Adler women plays role in the labour market.

McRobbie suggested that media tends to limit female roles. Media also tend to ignore female roles in educational opportunities. Even in schools it is open for males. But as mention earlier females have the opportunity of education. They even can go high challenges subject especially those come from Afro Caribbean community.

To conclude, improvement in educational opportunities for females was due to changes in laws made by the state and government.

(b) According to Marxist approach education system helps to promote and protect interest of a particular group who were the bourgeoisie or the ruling class. Althusser explained about ideological state apparatus which is done through hidden curriculum. This is where ruling class are justify and protected. The working

class community are being exploited for the benefit of ruling class. Moreover Bowles and Gintis explained about hidden curriculum significance.

Even in vocational education where it was introduced in the 1980s. It is a way of preparing pupils to the world of work. It is said to be inadequate. There are several reasons for the disadvantages of setting up vocational education. Firstly it benefits the middle class. Where the top agenda open enrollment and parental choice. Secondly social class division, this results in social inequalities.

In education system, several factors that led to social inequalities. In parent attitudes towards education system and low level of parent result in cannot help and advise their children. Douglas argued that middle class parents took interest on their education if their children, required their children to go to school until the maximum leaving age school, access of better schools where usually they move together to another city. Houses are usually expensive in London and they still can afford to buy houses. Whereas parents with low level of education have lack of confidence and had difficulties with teachers and choosing subject options and exam choices.

Bourdieu talk about lack of cultural capital. Working class pupils usually lack of cultural capital and this could results in failure in exams. This is a huge advantage for middle class children.

The setting up of league tables. Through league tables exam results are published, to the public. This enables parents to choose better schools for their children. Schools which produce better results would have access to resources while schools which perform poor would be closed down. Working class children are not allowed to take exams since the schools know they would not succeed. This is because the schools wanted to the access of resources. Schools in deprived areas do not have the access to resources.

Keddie suggested that the middle class are considered the Brighter students. Meanwhile those come from poor backgrounds are said to be weak students. Stephen Ball also suggested that those succeed are stream in the top stream whereas the weak are stream in the lower stream. Through labelling theory children performance is affected.

Pryce studied a group of pupils which were Afro Caribbean and said that they are label by teachers as the weak ones. Mc An Ghoull did an observation in classroom and saw social inequalities still occur although teachers are asked to give equal opportunities. Foster, Gomm and Hammersley criticised Pryce and Mc An Ghoull. They said it is not relevant to observe from particular schools and particular classroom.

Working class usually have problems in material factors such as poor housing condition, lack of resources and health problem. Since they are poor the children do not have privacy and have problems of overcrowded. This result is spread of diseases.

In conclusion, due to several factors which affect their education ability, resulted them the working class being label, stream and are not allowed to take educational opportunities. All of this can show that education system do produce social inequalities especially towards those individuals who come from poor backgrounds.

## **Candidate B**

(a) Over the years, the debate concerning the underachievement of girls in the education system has been replaced with a growing concern over the supposed underachievement of boys. Indeed, we have to wonder if there is simply a moral panic, whether boys underachieve more nowadays or simply whether the improvements in educational opportunities for women have led to girls' overachievement in the education sector.

With the rise in the feminist movements, parents, sociologists and politicians as well as teachers, have realised the growing need for girls to be better educated and prepared to face the world of work. Ken Browne has analysed the changing opportunities for girls in education stemming from several social and economic changes. It shows that the changing pattern of employment has encouraged girls to take their education more seriously for example, as expansion in the service-sector industry has encouraged girls to follow new careers in this sector. With the widening opportunities at work available to them, girls are given more determination to take their studies seriously.

Furthermore, there is less and less the tendency for girls to be discriminated against when it comes to choice of subjects. It was clear that girls were encouraged to take up soft subjects which was an

extension to their roles such as “needlework” and “fashion and fabrics” while boys were considered to be more likely to take up “masculine subjects” such as “Physics” and “Design and Technology”, Career guidance now encourages girls to take up more bold and career-oriented subjects, which gives them the determination to work harder.

Moreover, in class, the attitudes of teachers are gradually changed. Girls are encouraged to take an active part in class discussion, to be creative and enterprising. Moreover, it has been shown that girls themselves are becoming more confident. They are more likely to take course work seriously and also to complement studies and leisure for e.g. reading, which combines pleasure with knowledge. While John Abraham had claimed that books had long been sexist and pictured the traditional stereotyped gender roles, now schoolbooks have been reviewed to paint girls as being as enterprising, intelligent and creative as boys.

(b) According to functionalists such as Durkheim, Parsons, Davis and Moore, education is vital to society because it helps to create and perpetuate organic solidarity. Indeed, some sociologists would argue that education helps to eradicate social inequality and gives the individual the full possibility to move upwards in the social ladder, by giving the more capable persons, the highest position in society. However, this is paradoxical, because while the functionalist theory of meritocracy seem to indicate a more equal chance for everybody in the education system to reach a good position in society, we have the impression that education perpetuates social inequalities.

Durkheim’s views on education indicate that he sees the education system as “society in miniature”. Indeed, like Parsons he thinks that education prepares the child for the world of work. Moreover, Davis and Moore claim that education based on meritocracy, sifts and sieves the most talented individuals out of the education system and gives them the top positions of society. Therefore, education is the basis, the grounding force of social stratification and it specialises in role allocation. According to Durkheim then, education transmits the values and norms of society to the child. However he fails to see, that these values and norms might in fact be the values and norms of the capitalist state or the ruling class.

Taking this as a basis, we can show that the education system helps to maintain social inequalities. From a liberal perspective, John Dewey looks at education from the point of view of the individual and not from society’s perspective. He claims that the child should learn to develop his/her physical, emotional, spiritual as well as intellectual ability. In this way, he/she might be able to argue to penetrate beneath the social inequalities. Moreover, a more conflict perspective was put forward by Ian Illich in “Deschooling society”. Together with Reimer who wrote “School is Dead”, Illich has shown how the education system perpetuates social inequalities. Illich goes on to assert that “school is becoming the world religion of the modern proletariat.” According to him, the school system is a repressive system which indoctrinates the ideology of the higher classes in society. The school system confuses “learning with teaching, fluency with the ability to say something new (...)” and he puts forward the theory of deschooling the education structure. However, his work, although enlightening and forceful, has been criticised for not seeing that society itself creates this repression and inequality and Bowles and Gintis claim that Illich fails to see that school is only an agent of this repressive cycle.

On their part, Bowles and Gintis, from a Marxist perspective, have put forward the correspondence theory to explain how the education system prepares the child for a docile and passive workforce in the hands of the capitalist employer. The hidden curriculum, the fragmentation of subjects, the ‘jug and mug’ principle all prepare the working class child to step into the world of work, without questioning the capitalist framework. However, they have been criticised for not providing enough evidence and for being too deterministic in their approach. Some sociologists have indeed shown that changes in the work structure encourages teamwork. Moreover, Paul Willis has argued in “Learning to Labour” that the ‘lads’ were not passive recipients of the knowledge they received at school and could reject the school culture by developing the anti-school subculture.

The education system helps to maintain social inequalities in several other way. Bernstein has found out that there exists the elaborated and restricted code used by either the higher classes or the working classes. Middle class teachers used the elaborated code at school and normally children from the ethnic minorities and working class have trouble with understanding the speech patterns. This can lead to serious problems when it comes to understanding the explanations and illustrations used by teachers and lead to underachievement for some pupils who are used to the restricted code. Furthermore Lord Swann claims that some ethnic minority groups such as Afro Caribbeans have different, instrumental attitudes towards education which does not emphasise achievement. Some studies have indeed shown that subcultures whether groups in the working class or other ethnic minorities have attitudes towards life which influence educational achievement. For e.g., some members of the working class adopt a fatalistic

attitude, have immediate gratification as objective, adopt a spirit of collectivism and therefore they do not place high importance on education.

Moreover, Bourdieu's "cultural capital Theory" shows that the cultural system of certain social groups are not accepted by traditional educational systems. He explains that each cultural group has a particular "habitus" (common lifestyle, goals, values) and that teachers normally are more sympathetic towards the middle class "habitus" and will tend to be contemptuous of that of the working class. Furthermore Pilkington claims that there might be ethnocentric curricula which portrays society with white, Western eyes and this may give the impression that working class children should be subservient to the higher classes.

Interactionist perspectives on education seem to portray the education system as undermining social equality. Instead Becker shows how the labelling theory leads to the self-fulfilling prophecy where children are attached to labels which prevents them from seeing themselves as capable of climbing the social ladder. Cohen's research in schools has shown how monitor's design better career oriented subjects to members of the middle class.

Therefore, it has been shown that far from creating a classless society, education perpetuates the myth of educational attainment, but does not eradicate class and social inequalities.

### Examiner Comment

#### Candidate A

(a) Most of this answer is misdirected as the candidate is describing opportunities in the wider society rather than within education. The only sections that gain credit are those where the candidate describes how schools are made compulsory for all and the changes in the law.

**Marks awarded = 3 out of 9**

(b) This candidate has a good range of knowledge but this is not organised into a coherent essay. They have offered a list of points but they are disconnected and the only evaluation is by juxtaposition rather than by analysis. Due to the range of knowledge and the fact that the candidate is describing more than one view the candidate is marked at the top of band 2.

**Marks awarded = 8 out of 16**

#### Candidate B

(a) The start to this answer, although provoking and this style is to be encouraged in essay style answers, is irrelevant to this question. However, in the second paragraph the candidate does begin to answer the question. This is supported by good examples and the candidate gains full marks.

**Marks awarded = 9 out of 9**

(b) This answer is well constructed and covers a wide range of knowledge. He/she begins with a clear description of the Functionalist view and then evaluates that through a good range of material. In order to have moved this up to the very top band, a more focused answer that avoided over lengthy descriptions and a more structured defence of the Functionalist view prior to the conclusion would have been required.

**Marks awarded = 12 out of 16**

### Question 4

(a) Describe the Functionalist theory of *meritocracy* in relation to education. [9]

(b) 'The most important factor influencing educational achievement is the pupil / teacher relationship'. Assess this view. [16]

## General Comment

(a) In this question candidates needed to show that they understood the Functionalist view that education enables meritocracy to develop. An understanding of the role of social mobility was central to a sound answer.

(b) As with all questions that ask candidates about educational achievements they are expected to look at a range of factors. Namely, those 'in school' factors such as relationships with teachers, as well as peer group and the external pressures like class and material factors. An answer that looked at these factors and evaluated the evidence leading to a balanced conclusion was what this question required.

## Individual Candidate Response

### Candidate A

(a) Meritocracy means equality that is gather from the society without judging someone through gender, social class and ethnicity. There are many examples that can explain the absence of meritocracy and the use of meritocracy in education. With meritocracy, people can get a higher marks and go to universities without looking weather they are male or female, weather they are in the working-class group of people or upper-class group of people, and weather they are white people or black people. Below will be given some examples that can be the study of.

In 1967, the tripartite system was introduced to abolish inequalities in education. The eleven plus (11+) is an IQ test to test all type of children in order for then to be accepted in a very good school – a school that has a nice environment and good teachers. This test allowing anybody to participate it – male or female, working class children or ruling class children, and black or white children.

However, it is criticised because it does not have meritocracy. Many working class children will not be able to pass the test due to cultural deprivation, when compared to the ruling class, children. Because of this, they are not qualified to enter the school. What will happen to the working class children if they are given the same amount of education as the ruling class children? They would pass.

As Post Modernism see, nowadays education become a business to people. They compare in the League table to show the parents that they are the best, and so the parents would choose the school for their children to have better education. There are the use of meritocracy here, for they convert it into business. The good thing is they provide the children better books and good teachers compared to other schools.

Thus, meritocracy is very important in education. Without this, the upper class would dominate education since the working class people could not afford to buy extra books and stationaries for their children to have better education. The ruling class people must bear in mind that all working class people also could have a high IQ.

(b) 'The most important factor influencing educational achievement is the pupil / teacher relationship'. Assess this view.

The Interactionists would agree with the view above. This is because they have found that the interaction between the pupil and teacher is very important to determine the pupil's educational attainment. However, there are also other factors to be discussed beside the pupil and teacher interaction – cultural deprivation and the environment that where the children is studying. This is criticized by the Marxists and functionalists. All of these arguments will be discussed in the next few paragraphs.

The interaction between the pupil and the teacher will determine whether they are having a close relationship or not. This, then, will determine the pupil's educational achievement. The Interactionist have made a covert participant observation in a class. He found out that the teacher is having more interaction with a group of pupil – such as the ruling class children and children who does not have a bright brain will left behind. This can affect their educational attainment. The teacher alienate the less fortunate and give less attention to them. The fortunate pupils, on the other hand, will get good marks and can go further studies.

Beside interaction, there are other outside school factors that provided influencing educational achievement of the pupil. First factor will be the cultural deprivation. Many of them are less fortunate and will live with working class parents. The parents could not afford to pay high fees to register their children in a very good school. They also could not afford to buy supplement books for their children's references at home. Moreover, they could not afford to buy stationaries for their children to use in particular subjects. This factor may lead the student to fail due to inadequate finance.

The second factor is due to the environment. Most working class people are in a very small house with many children. The noisy environment also can affect their child's educational development. Functionalist found that there are one family living in a small house, consisting of one living room, one bedroom and a kitchen. Moreover, they are living with many children. The child cannot concentrate in his or her study in a small and noisy environment.

Their difficulties and poor led to a labelling theory described by Becker. He asserts that once the teacher giving a bad remark to a pupil. The pupil will then absorb it and this is when self-fulfilling process takes place. Due to this, they become a person that has been labelled to him or her.

Therefore, it is an exaggeration if the pupil and teacher relationship become the most important factor in influencing the pupil's educational achievement. Cultural deprivation, bad environment and labelling theory are the other factors that can be discussed of.

## **Candidate B**

(a) Functionalists such as Parsons and Davis and Moore think that the Education system operates under the idea of the same 'opportunity for all'. They believe that success in education is due to achievement by an individual and that the success is earned. In many ways they believe this is a result of the innate ability of that individual. This argument states that some individuals have more natural ability to succeed in education system and therefore society than others, and those with higher innate ability, when put in an equal opportunity situation with other individuals will exceed them.

Sir Cyril Burt devised the IQ test which tested the innate ability of a person to see whether they were 'bright' or 'dull'. This IQ test led to the Common Entrance exam which placed students in respective schools depending on their result. This manner of thinking has been criticised by many sociologists who believe that there are many things that hinder the success of individuals achieve and so well in society on the basis of ascription.

Functionalists also believe that the education system has functions to fulfil and it does so efficiently, such as the economic function providing a working force in society. They believe that there must be social order and meritocratic education system achieves this goal.

(b) The functionalists believe that educational achievement is based on what is earned and that those that do not achieve are carrying out the principal of social order. All other schools of though disagree with this idea of meritocracy because there are many things that hinder achievement in modern industrial societies. The though that the pupil/teacher relationship is an important factor influencing it, is agreed on by Interactionists, feminists and marxists sociologists but this being the most important factor is argued.

Interactionist Howard Becker described the theory of "labelling" to show how teachers perceptions of students often led to their success or under-achievement. Becker claims that teachers put labels to students and make predictions about their futures, such as she/he is 'bright and will do well' or vice-versa. This preconceived notion about the child will influence the teachers interaction with the child such as; if the child was deemed 'bright' the teacher would tend to encourage this child more than the 'dull' students. The child would then form self-concepts from these perceptions and often the predictions that were made would come true, and therefore a self-fulfilling prophecy, would take place. Rosenthal and Jacobsen did a study on this self-fulfilling prophecy theory, by randomly selecting 20 per cent of the students in a school and telling the children that these students were 'bright' and were going to succeed and tested the IQ's of the whole school. In a year, they returned and re-tested the IQ's of the school, and the results were that the 20 per cent had the most rapid achievement in IQ. This showed that students are influenced by their teachers and depending on the relationship would achieve or not.

Feminist Pat Mahony along with Dale Spender both agree that teachers influence achievement but look at the inequality between girls and boys relationships with their teachers. They both believe that girls are oppressed in the class room and boys are given preference and subsequently the ability to succeed. Dale Spender shows that girls are taught to be quiet and passive whilst boys are aggressive and loud and

teachers may pay more attention to the boys in the classroom because of it. Pat Mahony in agreement with Spender goes on to say that Boys take advantage of girls in the classroom and that the teachers allow it to take place and the only way that girls will allowed to truly succeed is in single sex schools.

Marxists view on teachers promoting inequality in educational achievement is that teachers teach the ideologies of the ruling class and teach the students to be subservient workers. Pierre Bourdieu given the Cultural Capital Theory which states that the ruling class culture is the culture of the school. The teachers teach the children to follow rules, accept the hierarchy. The middle and upper class students are the ones that succeed in the education system because they can relate to the teachers and therefore understand more and are able to gain certificates and get better jobs. The capital is then kept in these classes and is not evenly distributed between the classes resulting in a domino effect. Although sociologists do believe that teachers are a main factor in influencing achievement but is an in-school factor, the studies of material and cultural deprivation show that there are other outer-school reasons for underachievement.

The material deprivation theory shows how children of the working class are 'born to fail' and not only how they are treated in school will limit their success. This shows how these children lack the basic necessities to have the means to do well. Many working class parents lack the disposable income to buy textbooks, supplies or pay for uniforms and lessons which are things that members of the middle and upper classes have. Many times their environments and home do not allow for studying, and some students do not have good health and so have short attention spans. Unlike the middle and upper class children who live in safe environments and have access to educational devices such as the television and computers, have cooked meals at all times, electricity, water, and good health. This would enable the students to do better in school.

Deriving from this theory is the cultural deprivation theory which deals with values, attitudes and speech patterns of children which allow them to achieve. Hyman talks about the values of working class children, who's parents do not always value education and so pass their values onto their children, which demotivates them to succeed, unlike the middle and upper class students who's parents see the need for progress because they themselves have good jobs. Sugarman's view on attitudes of the working class, is that the children of working class parents often see their parents upset about their jobs and don't see the option of promotion. They are present-time oriented and do not think about progress and the future. Their children take this attitude into the classroom and inculcate it which makes them not do the work and underachieve. Bernstein talks about speech patterns and how the way people communicate can allow them to relate to the language taught in schools. The middle class and upper class children are taught to communicate in elaborate codes, which is the way that is communicated in schools, however the working class children speaks in restricted codes because of the manner in which their parents speak. This gives them a disadvantage as they do not relate as well to the teachers, and to the language in the textbooks and they consequently under-achieve.

Teacher/student relations are very influential on educational achievement but it is not the determining factor as many factors influence achievement.

### Examiner Comment

#### Candidate A

(a) This candidate understands the nature of meritocracy but the expression is very clumsy. There is use made of the tripartite system but this is then evaluated which is not a necessary part of this question. The marks are gained because the candidate knows what meritocracy is.

**Marks awarded = 7 out of 9**

(b) The answer begins with a clear understanding of the interpretivist meaning outlined in the question. After describing the interpretive view, the candidate then shows that there are other factors that can affect a pupil's success in education. The candidate just gets into band 3 because they have limited evaluation and shown that they understand the nature of labelling and the possibility of other influences on educational achievements.

**Marks awarded = 9 out of 16**



## Candidate B

(a) This answer starts with a clear understanding of the meaning of meritocracy. The candidate then shows that success within education is based on ability.

**Marks awarded = 8 out of 9**

(b) The candidate begins with a reference to Functionalist views and then refers to interpretivism and a range of other views such as those of the feminists. Material deprivation is also covered as well as cultural deprivation. This answer just gets into band 3 as they show that they understand a range of material but it is evaluated by juxtaposition rather than by analysis.

**Marks awarded = 9 out of 16**

## Question 5

(a) Describe Marxist views on the role that religion plays in society. [9]

(b) 'The continuation of religious practices in societies is evidence that Marxist views on the future of religion in society are inaccurate'. Assess this view. [16]

## General Comment

(a) This question required a clear description of the Marxist views on the role of religion, that is both the classical view of ruling class control and false class-consciousness and the neo Marxist view of hegemony.

(b) This question required candidates to challenge the view outlined. One avenue was to explore the secularisation debate or an evaluation of the Marxist view juxtaposed against the other theories of religion. Of course there is no 'right' answer to this question as many candidates stated the Marxist view may look in doubt at the present time but it may still be found to be true in the future.

## Individual Candidate Response

### Candidate A

(a) Marx view religion as an institution such as church to control the working class. He argue that it help to maintain an indival moral satue.

Religion in society is govern by bishop. The catolic control the people with the bible. They taught the slaves that if they belive and obey god their likely to op to heaven.

This is a form of control that practice by Priest bishop and nobles to control the servant.

Master told their slave that if they obey them they would get to go to heaven in order to get them to work. Society have place too much emphasis on religion that causes too much contradiction.

(b) The continuation of religious practices in society is evidence that Marxist view on the future of religion in society are inaccurate. People still op to church and live their life on belif in the bible. More denomination is strong.

The rule are still there to control the people. The same principle are aqly and more belif are created. People still belife there is a opt who will free them.

Religion has being play a vital role in society. The bible people use to guard them is life. It not only control but guide one along the path of life.

Different denomination has create problem in society because one is force to belife what the other denomination is saying. We do not know which one is right but we know there is a god and we must obey what the bible has to stay so religion must continue to help control and maintain peace in society.

## Candidate B

(a) The Marxist views on religion can be summed up in the statement 'religion is like the opium of the masses'.

They believe that religion is the ruling class way of ensuring their continued dominance of society. They argue that religion purports the idea that if you suffer poverty with dignity you will be rewarded in heaven. Religion supplies the supernatural solution to an earthly problem.

Religion also tries to justify a person's place in society. For example, they suggest that poverty is a punishment for sin. This was the basis for the caste system. Poverty was considered the consequence of sin committed in a past life and the poor and underprivileged were expected to bear their hardships without complaint.

Marxists believed that since the Church monopolized the available knowledge, persons were forced to accept the word of the Church as the absolute truth. This monopoly of knowledge provided power for the ruling class.

To conclude the Marxists believed that religion existed solely to ensure the dominance of the ruling class.

(b) Marxists believed that one of reasons the Church was such a dominant force was because it held the monopoly of knowledge. Such forward thinkers as Leonardo Da Vinci and Copernicus were ridiculed and their writings banned. The growth of scientific knowledge was stifled. Also the Church was actively involved in all affairs of the State. Marxists believed that with the growth of scientific knowledge, the Church's reign would end.

However, recent trends have proved the Marxists wrong. Hadden reported in 1987, that America's belief in God and religion "had never dipped below 94%" and enjoyed "a high of 99.5% during the revival period of the 1950s".

Parsons suggests that Church has not suffered from 'disengagement' (the removal of religion from secular affairs of the society and the loss of its social significance) but, rather, has gone through a process of 'Structural Differentiation'. This means that the Church has not lost its social significance but has become more specialized because it has lost some of its former roles.

Also, no one religion exists in most societies today, so individuals are free to make religion a matter of personal and private choice. Because of this freedom to choose and the wide variety of religions to choose from, persons are now more interested in religions. NRMs (New religious Movements) have seen an increase over the past twenty years as more people become intrigued by their laid-back approach to religion and the spiritual side of being human that they offer. Methodism and Pentecostals have seen an increase as they offer an alternative to the strict lifestyles of Protestants and Catholics.

Fundamentalism has also caused an increase in the religious practices in societies. As Taylor points out in his study of Iran, Fundamentalists overturn revolutions by carrying their societies back to the basics or fundamentals of their respective religions. In Iran, in the 1960s and early 1970s, the laws for Muslim women were becoming more relaxed as well as laws about education and international relations. However, in 1979, the revolution was reversed in the society, went back to the strict religious laws it had before.

In many immigrant societies, religion plays an important part in daily life. Immigrants, Chryssides points out, carry their religion one of three process. Accommodation, the process whereby religious beliefs are adapted to suit there new society; and renewed vigour, the process whereby the immigrants hold their beliefs even more tightly as a way of dealing with their hardships; are the two most common responses.

In conclusion, I believe the Marxists' prediction of secularization, the process whereby religious practices, institutions and symbols lose social significance; has not come to pass. However, the 50% decline in membership to traditional religions and the increase in membership of NRMs and cults can be cited as evidence for their argument.

## Examiner Comment

### Candidate A

(a) The candidate correctly identifies that Marxists see religion as a means of controlling the working class or slaves but there is no further development of this point.

**Marks awarded = 3 out of 9**

(b) This is a confused answer. The candidate starts by accepting the proposition in the question uncritically and then quotes some religious ideas.

**Marks awarded = 2 out of 16**

### Candidate B

(a) The candidate both identifies the way in which Marxists see religion as a way of controlling the working class and providing a monopoly of power for the ruling class. Continuing to see that power as a means of maintaining their position would have enabled this candidate to gain full marks.

**Marks awarded = 8 out of 9**

(b) This candidate starts well by showing a clear understanding of the Marxist view. This view is then analysed critically with the good use of terminology such as 'disengagement'. Contemporary material is used such as fundamentalism and the changing legal systems. Finally the candidate shows they realise the possibilities of using the secularisation debate and they end with a direct link back to the question.

**Marks awarded = 11 out of 16**

## Question 6

(a) Describe, with examples, the features of a sect. [9]

(b) Assess the view that new religious movements now have more influence than mainstream religions in modern societies. [16]

## General Comment

(a) This question required the candidate to outline a typology of different sects as well as the general features of a sect. A small group requiring commitment of its followers frequently led by a charismatic leader and with a tendency to be short lived. Two examples had to be included in order to gain full marks.

(b) The debate that needed to be outlined in this question was the position that is maintained in society by both the new religious movements and traditional religions. The power that both have in society needed to be outlined and the nature of what makes 'influence' needed to be explored. Again, a balanced conclusion was needed.

## Individual Candidate Response

### Candidate A (only)

(a) A sect can be defined as an offshoot of an established or mainstream religion. For example, Shiite Muslims are members of a sect of Islam. Hark and Bainbridge (1985) argued that sects are religious organisations that are deviant yet hold traditional norms and values. This is one of the features of sects. For example, the Unification Church, despite having views considered radical by some, has strict and traditional values restricting sex to marriage.

Wallis (1984) argued that sects can be, firstly, world affirming. Such sects simply live in a world different from theirs and hold on strongly to their beliefs. Sects may also be world accommodating where they make changes to exist in society. For example, in some regions, Shiite law is replaced by more conventional laws. Lastly, a sect may be world rejecting. This type of cult hopes or prophesies to see changes in the world. The Nation of Islam, for example, predicted that Allah in the year 2000 would descend upon the earth and destroy whites and their religion.

Another feature of some sects is that they may strongly control the lives of its members. Members of the Hare Krishna group are a good example of this. They live communally, have little contact with the rest of the world, except to raise funds, males shave their heads and sex is refrained except for reproduction.

It also has been argued that a feature of a sect is the fact it is short-lived. It has been argued that sects die when charismatic leaders die or because membership is voluntary, a sect will inevitably die. Children of sect members may choose not to join or members who socially climb upwards may no longer wish to be affiliated with the sect.

(b) Since the 1960's the world has seen a rapid growth in cults and sects or new religious movements (NRMs). It has been argued by many that NRM's are now more influential than mainstream religions.

One such argument is presented by Bruce (1995). Bruce (1995) argues that a common factor of today's modern societies is secularisation. Secularisation is where religion loses much of its significance in society and is also removed from institutions such as schools and government. Bruce (1995) sees secularisation as leading the growth of NRM's. He argues that in today's society people desire instant gratification which mainstream religions cannot provide but NRM's can.

Stark and Bainbridge argue that in modern societies people are unsatisfied with simply accepting traditional answers to their questions. NRM's provides people with different answers to the questions they have. Thus NRM's are capable of influencing more people than traditional religions.

It has also been argued that NRM's help people handle the modern world better than mainstream religions can. Weber argued that people who feel marginalised, that is, they feel they are lacking economic rewards or social prestige they deserve, turn to NRM's. For example, the Nation of Islam aimed at recruiting the 'negro in the mud'. Wallis (1984) argued that NRM's help those who feel spiritually deprived to survive in a world they see as cold, distant and materialistic.

Statistical evidence can also be used to support the claim that NRM's are more influential. Brierly (1991) using the Church Census of England found that membership to the traditional church has decreased sharply. In the 1950's membership was up to fifty per cent of the population. This figure was reduced to ten per cent by 1989. Additional evidence includes looking at membership numbers of sects and cults. The Unification Church claims to have over five million members around the world.

However this evidence does not necessarily mean mainstream religions are less influential. It has been argued that historical evidence has been overstated. Therefore, any decrease in popularity of mainstream religions is inaccurate.

Secondly, sects and cults since their emergence over the years have experienced much resistance around the world. In the 1970's the Parent's Committee to Free Our Children From the Children of God, later known as FREECOG, was established to denounce the practices of the Children of God cult. In the 1980's the Cult Wareness Network was founded. Scientology and Jehovah Witnesses has been described by some German and French officials as 'anti-democratic'. In Japan the Aum Shinrikyo cult in 1995 released poisonous gas in an underground train station, killing twelve and injuring thousands. As a result, the Japanese government passed laws restricted the activities of such groups.

To conclude, I cannot agree entirely with the view that NRM's are more influential than mainstream religions. The fact that religions such as Islam and Christianity are still mainstream in some societies is evidence that they are still influential. Members of NRM's usually make up a small percentage of a given society.

## Examiner Comment

### Candidate A (only)

(a) This is an extremely good answer. The candidate displays excellent knowledge of sects and how they operate and confirms this by the use of Wallis. At least two examples of different sects are offered and this is further enhanced by the fact that the candidate takes examples from different religions.

**Marks awarded = 9 out of 9**

(b) This was another good answer and the candidate shows a thorough knowledge of the nature of NRM and their influence in society. It is excellently referenced by use of a wide range of theorists and empirical data and shows the many ways in which NRMs can have influence in society. Although the answer acknowledges the continuing importance of more traditional religious groups in resisting NRMs, it does not fully explore the other ways in which traditional religions continue to influence societies and this limits it from being a band four answer.

**Marks awarded = 11 out of 16**

## Question 7

(a) Describe, with examples, the limitations of official crime statistics. [9]

(b) 'There is no such thing as deviance except in the mind of the observer'. Assess this statement in relation to sociological theories on the nature of deviance. [16]

## General Comment

(a) Candidates needed to be clear that they were describing crime statistics rather than statistics in general. The limitations in the collecting and recording of statistics needed to be outlined as well as the role of the legal system. A good answer would then be supported with two specific examples taken from studies.

(b) This question required outlining the role of labelling and the self-fulfilling prophecy in the creation of deviance and then other theories had to be set against that. Candidates needed to be clear about the difference between crime and deviance and not to use the terms interchangeably. A balanced conclusion was then the mark of a good answer.

## Individual Candidate Response

### Candidate A

(a) Official crime statistics are another form of reading the number of crimes committed in society which are obtained by the government and is used by sociologists and researchers to obtain a hypothesis on a social change in society. The official crime statistics is used by Durkheim where he found the number of suicides found in the European countries that indicates that there is a number of crimes committed.

However, in spite of the advantages of using official crime statistics, it does not explain the types of crime committed and the social characteristics of the criminal. The crime statistics fails to conclude these and it only relies on the figures found. Maguire found that the number of crime committed has increased dramatically from only 500,000 to 5.7 million, found recently. This is seen as an over exaggeration from the statistics shown. This clearly shows the pitfalls of an official crime statistics.

Besides that, some crimes are not reported and unrecorded that clearly shows that the government authorities has 'massaged' the figures where only some crimes are recorded. Also, the crime statistics fail to reveal the social characteristics of the criminal, as they always have the assumption of a young, black working class male committing crime. The crime statistics only records the crime committed which are the petty crime and the crimes of the corporate are not revealed.

Hall (Policing the Crisis) reveals how the record of crime is not stated on the statistics. Also, Cicourel notes that with the police surveillance can amplify the number of crimes may have found. He compared the American towns whom had the same number of population and similar type of social group living. In town A, he found that, the number of crimes committed is less and the police surveillance had a very loose and casual response to it. Whereas in town B, there were more crimes revealed and reported and the police surveillance is tighter and more strict, therefore, more criminals are found.

Official crime statistics are reliable as a measure of number of crime but it is not valid to estimate the types of crime committed and deviancy cannot be detected through this method. Perhaps, another method such as surveys are a better method, as used by Hague and Malos in the Islington Survey, whom found out the number of abusive partners in the relationship.

(b) Deviancy is seen when there is a certain 'abnormality' in a certain society which may be not regarded as deviant to the next. The deviance can be assessed through the relative nature of it when relative crime nature of deviancy can be found between societies, relative nature of deviance between social groups and relative nature within a period of time.

The relative nature of deviance within social groups can be seen through emergence of homosexuality in modern societies nowadays. Plummer notes that homosexuality may not be seen as deviant and there are four types of homosexuality found.

### **Candidate B**

(a) Official statistics of a country are provided by agencies such as the police force and the court system. Official statistics provide us with the information on the supposed total amount of crime in society. Statistics also gives us background information about criminals, such as age, class, ethnicity and gender.

There are, however, limitations of crime statistics. It has been argued that the bias of police officials can distort the statistics. For examples, statistics show that the working class is more likely to found as the perpetrators of crime. Box (1981) analysed forty self-report studies where people are asked to admit to the number of crimes they have committed, and found evidence that contradicted official crime statistics about the working class.

Another limitation of crime statistics is the fact that there are victimless crimes such as prostitution and bribery where the individuals involved are not likely to report a crime being committed. This is also the case in corporate crime where the public is unaware that they are victims of a crime, thus it does not reach the attention of the justice system.

Feminists argue that official crime statistics do not truly reflect crimes committed against women. They argue that the police do not treat domestic violence serious enough. Secondly, in incidents of rape and sexual harassment, women may be afraid or ashamed to step forward and report the crime.

(b) This statement has been at the center of interactionists' arguments/. Interactionists contend that deviance is socially constructed. For example, Lemert argued that societal reaction is the main cause of deviance. Theories that attribute crime to biology and social structure are dismissed as inadequate explanations of crime by interactionists.

Howard S. Becker conducted research on labelling and deviance amplification. He theorised that there is no such thing as crime such the application of labels. Being labelled deviant depends on who commits the act, where and when it is committed, and who observes the act. For example, walking around nude in your room is acceptable, but to walk down the road naked would be considered perverted. Becker also argued that such labels are powerful enough to affect your other labels. For example, the label of convicted felon also affects your label of employee.

Young (1971) studied 'hippie' marijuana users in Notting Hill, London. He found that the police's treatment of marijuana users amplified their actions. In response to the police attention they united and embraced their difference and marijuana use became a key feature of their subculture.

Another example of deviance being socially constructed is presented by Hall et al (1979). Between August of 1972 and August of 1973, there were numerous reports of a new phenomenon called 'mugging'. As a result the public became extremely concerned about this new crime and law enforcement and politicians decided that steps needed to be taken the control of 'mugging'. However, evidence from

the 19<sup>th</sup> century showed cases of 'muggings' but this label was not used at the time until it emerged in media reports during the early 1970's.

The Interactionist theory of labelling and deviancy simplification was able to affect some societies in the way they treat criminals. Jones (1998) points out that the theory suggests that as many crimes as possible should be legalised. For example, in the Netherlands since 'soft drugs' have been legalised. Secondly, labelling individuals should be avoided. For example, in Britain, the Rehabilitation of Offenders Act passed in the seventies allowed convicted persons to withhold their criminal records from their employers on certain crimes after a period of time has passed.

Despite these positive aspects of the theory, it has come under criticism over the years. Their research and evidence has been criticised as being unable to actually prove that labelling amplifies deviance. Also, as pointed out by Taylor, Walton and Young (1973), many people are aware that they are committing a crime or a deviant act before they do and are caught and labelled. New Right Realists such as Wilson argue that it cannot be ignored that some people must be blamed for their actions. Officials must be strict to prevent more criminal acts from continuing.

In conclusion, I believe the labelling theory to be a useful one. It can prevent persons from looking at individuals as inherently bad, deviant or evil. However the theory is flawed in that it paints individuals as completely passive and just victims of circumstances and society.

### Examiner Comment

#### Candidate A

(a) The candidate begins by describing what crime statistics are and the uses to which they can be put, although this is interesting it does not help the candidate to answer the question. The candidate then goes on to outline the weaknesses in recording and reporting and quotes the studies by Maguire and Hall as well as others. They conclude with an estimation of validity. This was a good answer but the candidate needed to be more detailed in their description of the limitations of crime statistics to improve upon their mark.

**Marks awarded = 7 out of 9**

(b) This answer shows one of the main problems that candidates have in gaining good marks. The candidate has good knowledge but lack of discipline in time management has left insufficient time to complete the answer adequately.

**Marks awarded = 2 out of 16**

#### Candidate B

(a) In the second paragraph the candidate begins to address the question as set. They outline the weaknesses of crime statistics and give the specific example of Box as well as the generalised one of feminists. Use of specific examples is more likely to give the detail needed for full marks.

**Marks awarded = 7 out of 9**

(b) The answer starts with the correct identification of the interactionist view of the nature of deviance. The candidate covers several studies that support the interactionist view. They then divert into a side issue about the nature of labelling in relation to levels of crime that is tangential to the question. However, they get back on track with other theories of the nature of crime like the New Right Theorists. This candidate has shown they understand that there is a debate but this is more by the juxtaposition of ideas rather than by analysis.

**Marks awarded = 10 out of 16**

## Question 8

(a) Describe the differences between sociological and biological theories on the nature of crime and deviance. [9]

(b) 'The type of community in which people live is a major influence on whether or not they commit crimes'. Assess this view. [16]

## General Comment

(a) This question could be answered efficiently by outlining what is different between sociological and biological theories about deviance. It was possible to describe both and then highlight what was different but it was only necessary to point out what was different.

(b) There are many theories about what causes crime and what this question required was an outline of two or three of these theories in which 'community' was considered. In this context 'community' could be either that of location based on the work of key thinkers such as Mayo or it could be taken in the sense of the people with which the individual interacts.

## Individual Candidate Response

### Candidate A

The differences between a sociological and biological explanation for the nature of crime and deviance are in its validity. The biological explanation would mean that we are born to commit crime. Our personalities, genes or physical features are what determines us to be criminal or not.

An example of a biological explanation would be Price's study on the chromosomes of criminals. A normal male would have 1 X and 1 Y chromosome, but the serious offenders were found to have XXY chromosomes, meaning that they had an extra X. It is important to note that this was responsible for making them physically large. Thus people would usually see them as 'trouble-makers' or 'hard-cases' making them prone to be criminal.

If the biological explanations were accepted, then there would be very little differences between societies. However, there are large differences such as the different figures of homicide that vary between different societies. This affects ethnic minorities as well, with wide differences as to which ethnic group commits more crime.

Sociological explanations, however, focus on factors that are external to the individual. Inadequate socialisation, labelling effects, racism and the domination of the ruling class are all reasons that would enable us to commit crime.

An example would be Hirschi's study on why we don't commit crime. He talks about commitment, which is what people would lose if they commit crime. There is also emphasis on whether or not people have time to commit crimes, which is known as investment. There is also attachment, as to how much people respect other people's opinions and beliefs and lastly is belief, as to how much people believed that they should obey the law. All these factors, if transmitted by proper socialisation would be reason to not commit crime. But if not, then we would commit crime.

Sociologists aim to explain and understand why criminal behaviour occurs. The reasons and answers would always be persisted and there is hardly an answer that is completely correct. Therefore if it is either biological or sociological, the answers are yet to be found. There are differences between each theory, but they both haven't found a real answer to why crime and deviance occurs.

(b) According to Durkheim, there are 2 types of communities, rural and industrial. The community in which a person lives in is a big influence as to whether or not one commits crime. This relates to his theory on how the rise in crime goes hand in hand with industrialization.

His explanation for all of this is anomie. Anomie means a feeling of normlessness and the confusion of values. Reasons for this to occur in industrial societies is that there is too much individualistic freedom. Individuals in advanced industrial societies promote themselves with high expectations and universalistic



values. Therefore it is eventually hard to differentiate on what is right or wrong. This would lead to a rise in crime and deviate acts.

This idea is supported by Hammeyer, who quotes that in industrial societies, violent crime occurs 4 times more than in rural areas. Durkheim points out that in rural areas, values and norms are fixed. There are also strong agencies of social control, such as the family and religion that prevent crime from occurring in rural areas.

Another resource that supports the statement would be Murray and Hernstein (The Bell Curve) that emphasised on the American underclass which consists of an Afro-caribbean community. In this community there are high levels of delinquency problems such as drug abuse, teenage pregnancy, failing to commit high school and petty crime. Murray explains this in terms of inadequate values, where the children are not properly taught about rules and laws thus not know what is right or wrong and do not feel guilty when committing crime. Another explanation would be that a majority of them depend on welfare and are not qualified enough to obtain proper jobs thus they have to turn to crime to obtain material needs.

To support the statement as well is the sub-cultural theory. Park, Burgess and McKenzie divided American towns into 5 zones. Within these 5 zones, there is a zone of transition. This is an area where criminalistic values are passed on. Cohen emphasizes on how working class males that live in this inner city area may suffer from 'status frustration' and have to turn to crime to gain status from their gang subcultures. Patterns of adult crime are copied as well. This would seem like a never-ending circle as those who live in these areas are already publically labelled as 'trouble-makers' and delinquents.

In contrast, Durkheim's anomie theory has been criticized since it tends to romanticize rural life. The anomie theory made it look like crime does not occur in rural life, when in fact, it does, but not as much as urban areas. Murray and Hernstein's underclass theory has also been challenged by other sociologists. The reason why criminals would be predominantly Afro-caribbean could be the racism factor as the criminal justice system in America is dominated by white middle class people who have a tendency to blame ethnic minorities.

The flaw in these theories is that they forget other important factors that contribute to the occurrence of crime. Interactionists like Becker (outsiders) put emphasis on the effects of labelling on deviants, which cause them to commit more crime. When a self-fulfilling prophecy develops, the deviant will accept the role given and pursue a life of crime. The theory of community influence also ignores the effects of socio economic factors. Taylor, Walton and Young point out that crime occurs because of inequality. Drug abuse, for example, was a response to inequality, injustice or discrimination. The only way to prevent this was to see how inequality can be reduced.

With all these lacks, it is not possible to say that community influence is the only factor to why crime occurs. It is important to look at other factors too.

## **Candidate B**

(a) Crime and deviance have been explained using both sociological and biological theories. While sociological theories claim that society has a major role in creating the criminal or shaping the deviant, on the other hand, biological theories tend to concentrate on inherited physical and psychological factors which lead to the phenomenon of crime.

There are several biological theories which have been put forward to explain crime and deviance. One of the earlier physiological theories are those of the Italian researcher, Lombroso. He claims that certain physical characteristics innate in some persons, make them more prone to commit crimes such as larger and more prominent jaws, etc. Gluek, on his part has found evidence of the mesomorphic individual who is more likely to commit criminal activities. However, Taylor, Walton and Young question the claim that there really exists the mesomorphic individual. They claim that the working class individual working in such conditions where male strength is necessary, develop certain characteristics such as greater physical force.

British criminologists on their part have identified the Klinefelter's syndrome, where additional Y chromosomes in the body could lead to aggression and violence. Moreover, Freud claims that the neurotic individual tends to develop characteristics which make them more prone to commit crime and deviate from society's norms and values.

While biological factors tend to see crime and deviance stemming from hereditary factors, sociologists claim that deviance is a social construction and that crime is culturally determined. Sociological theories explaining crime take into consideration the social context in which the prospective criminal evolves, the environment factors which push him/her to deviate from social norms and values and analyse the social meanings which people place on things (interactionist perspective).

Sociological theories explaining crime and deviance take the form of labelling theory by Becker, subcultural and structural theories, Marxist explanations on crime such as the existence of the lumpenproletariat and other theories based on explaining crime from society's point of view.

(b) Sociologists explaining the phenomenon of crime and deviance concentrate on the type of community in which people live to determine what forces them to deviate from the established norms of society. Indeed, people are largely influenced by the community in which they evolve.

The subcultures of society normally produce the prospective criminal or deviant. Indeed the fragmentation of a minority culture from the rest of the majority seems to encourage the creation of criminal or deviant subcultures.

Cohen identifies subcultures in society which have developed a system of values and norms which is different from the majority population. They evolve in circles which are more prone to develop conflict views to the main culture of society and in this process they deviate and fall into crime.

Cloward and Ohlin claimed that there exists a distinctive delinquency subculture in society. They identified three major delinquent subcultures: the criminal, the conflict and retreatist. Furthermore, Miller claimed that some groups in society seem to prefer smartness, toughness and a sense of adventure. Normally, this sub-group of society glorified male superiority and would show their sense of macho superiority by committing petty offences. Moreover, apart from these types of subcultures, there exist other examples which clearly show that the environment in which an individual lives affects his/her choice to deviate or not from conformity.

People who live in poor communities can also be forced to take part in criminal activities. Murray's underclass may well steal in order to survive. At the same time, single-mothers living in the same deplorable conditions might deviate from conformity and abandon their expressive female role and indulge in criminal activities such as shoplifting, welfare benefit fraud, etc in order to escape famine and extreme poverty. This partly explains the proliferation of prostitutes.

Furthermore even in wealthy communities there may be crime (i.e. opportunities for crime). Chambliss's research into organised crime in Seattle shows how the richer businessmen have opportunities for white-collar crime because the closed type of community in which they evolve offers them the chance of committing offences such as embezzlement, office fraud, money laundering and other forms of white-collar crime, without being discovered by the fiscal authorities. At the same time, they know that they will not be handed in because they normally work in association with the police.

Ethnic minorities are also more prone to committing crime. This is because they evolve in small communities and normally face racism and discrimination. Crime and deviance is a way of getting back at the system, a means of venting out their frustration. It has been shown for example that black boys normally commit more acts of delinquency than Asian boys, because the latter are socialised to conform more rigidly to society's norms and values. However, community alone does not influence whether people commit crimes. How the individual is socialised, what type of education he/she gets, how he/she views society; all these will influence the level of crime in society. In fact, as crime is a social construct, the level of crime and deviance will normally depend on a number of factors.

### **Examiner Comment**

#### **Candidate A**

(a) The candidate begins with a confusing statement about validity. They then go on to describe the biological explanation, which is not what the question was asking. Sociological explanations are then offered as a contrast and as with the biological explanation an example is offered. The explanations are clear but the differences are by implication rather than made explicit so the candidate does not get full marks.

**Marks awarded = 8 out of 9**

(b) This candidate chose to begin with an unusual, but acceptable, stance that of anomie as related to the type of community in which individuals live. This was supported by the use of empirical data. An evaluation of the position of Durkheim was then postulated as well as other theories that took this answer into the third band. There was scope to develop the conclusion.

**Marks awarded = 9 out of 16**

#### **Candidate B**

(a) This candidate begins well by going directly to what makes the two explanations different. The candidate then goes into descriptions of the biological theories. In the penultimate paragraph the differences are compared again with a final paragraph about sociological explanations. In order to gain full marks the direct comparison should have been taken further, however this was still a good answer.

**Marks awarded = 8 out of 9**

(b) In the second part of their answer this candidate once more goes straight to the point of the question picking up on the key words in the question and this is good examination technique. Community is taken at its broadest definition both as the people amongst whom individuals live as well as the place of residence. In the final paragraph reference is made to other theories about the causes of crime. This candidate showed a good range of knowledge but they needed to be more analytical of the evidence they had used, as well as consider the other theories of crime in more detail than was allowed by the final paragraph.

**Marks awarded = 11 out of 16**

#### **Question 9**

(a) Describe the ways in which an employee can resist the power of their employer. [9]

(b) 'Bureaucracy remains the most efficient type of organisation'. Assess this view. [16]

#### **General Comment**

(a) This question required candidates to outline both the overt ways in which employees can resist the power of the employers such as strike and the covert ways such as absenteeism.

(b) This question needed to be challenged by the empirical evidence that doubts the efficiency of the bureaucratic organisation as well as by looking at the studies of organisations, such as that of Weber, that outline the efficient ways in which they work. A good answer would evaluate the evidence offered and then come to a balanced conclusion.

#### **Individual Candidate Response / Examiner Comment**

Very few candidates attempted this question; the outline above contains guidance on the material that could have been suitably included.

#### **Question 10**

(a) Explain the meaning of *anomie* in relation to work. [9]

(b) Assess the sociological theories that examine the relationship between work and non-work. [16]

#### **General Comment**

(a) This question required the candidate to be clear in their answer that they were describing anomie in relation to work rather than to society in general.

(b) In order to be able to answer this question well the candidate needed to be familiar with the work of some key thinkers such as Parker or Roberts. Not only did they need to show the material links between work and non-work such as finance but also the emotional and life style links.

### Individual Candidate Response / Examiner Comment

Very few candidates attempted this question; the outline above contains guidance on the material that could have been suitably included.

### Question 11

(a) Explain, with examples, the role of *agenda setters* in the mass media. [9]

(b) 'The mass media acts as a watchdog over the power of the state'. Assess this view with reference to sociological theories. [16]

### General Comment

(a) A clear explanation of the way in which individuals such as editors are able to decide what is or is not printed or broadcast was what was required by this question and this had to be supported by two examples of this process.

(b) This question required candidates to assess the relative merits of the pluralist view (that the media is a reflection of the opinions of the general population that is able to control the potential of the state to be oppressive by exposing the issue to publicity) against the conflict theory view (that the media is a tool of state oppression). Again this needed to be supported with evaluated sociological evidence.

### Individual Candidate Response

#### Candidate A (only)

(a) Agenda setting refers to the way certain media items are prioritized. It hints at the hidden messages of journalists and those in power. Deviancy amplification plays a big role in agenda-setting.

For example, Cohen in his book "Folk Devils and Moral Panics" highlighted how one journalist short of news focused national attention on a fabricated situation. He exaggerated a sporadic fight between two well-known gangs in the United Kingdom during the 1960's and it started a gang war that justified the subsequent actions of the government and police force. The focus on the gang war drew attention away from the more pressing issues of unemployment and inflation.

Prioritising this story shifted focus from the failures of the capitalist system and gave the government the scapegoat they needed argued the Marxists. Agenda setters therefore play a central role in promoting ruling class ideology through the mass media.

(b) Functionalists and post-modernists alike believe that the mass media represents a wide range of views, not only those of the ruling class.

Bernstein et al refer to the Watergate scandal where investigators and reports help to bring down Nixon.

Functionalists argue that if the media represented the cause of the ruling power, then now does one explain the changes in government societal norms?

Post-modernists believe now we have a 'market model' and the audience can decide what they believe and what supports their own views. They do not believe that the state decides the content of the media e.g. the commentary writings of political columnists have not been banned.

However, Marxists are quick to counter this argument. They talk about agenda-setting (prioritizing certain media items) and gate keeping (ignoring or ridiculing certain media items) and how this serves the purpose of the Government or state. For example, here in Guyana it is extremely difficult to obtain a radio license. In fact the two existing radio stations are government owned.

Censorship laws are always enforced in most countries. Marxists believe that functionalists and post-modernists underestimate the role the State plays in deciding what is aired or printed. For example, Goebbels, a minister during Hitler's term, manipulated the mass media especially radio and cinema in a way that would suit the government's purposes.

There are also government-owned media houses like BBC (British Broadcasting Corporation) in the United Kingdom and NCN (National Communications Network) here in Guyana.

In conclusion, I believe that while it is true that the media can serve the purposes of the State; whether or not the audience accepts those views is still up to them. Under the Interpretive Model, there are the processes of selective exposure, selective perception and selective retention. Here we choose what we see, interpret and remember respectively. Lastly, I agree with the Functionalists and Post-Modernists. When it comes to political beliefs, the oppositional views get as much coverage as the party in power e.g. reports about the war in Iraq criticized both the Republican (President Bush's) party as well as Prime Minister Tony Blair of the United Kingdom.

### Examiner Comment

#### Candidate A (only)

(a) This candidate offers one very extensive example, that of Cohen, as the majority of their answer. Although this is good it is over lengthy and the question asks for examples, which must be at least two. An answer cannot get into the third band with only one example. The definition of agenda setting shows understanding but it does not mention the power of agenda setters.

**Marks awarded = 6 out of 9**

(b) This answer reached the second band because the candidate recognised the Pluralist Marxist debate implicit in the question. The answer was supported with examples taken from the media but these were not presented from the view of sociological theorists, which was what was needed to take this answer into the third band.

**Marks awarded = 7 out of 16**

### Question 12

(a) Describe, with examples, the ways in which the mass media represents minority groups such as the disabled. [9]

(b) Assess the value of the hypodermic syringe model in explaining the effects of the mass media on audiences. [16]

### General Comment

(a) In this question the disabled were purely an example of the type of minority group that could be included. Two groups had to be described, including the way in which they appear in the media. This did not have to be a negative image; a positive one would have also been acceptable.

(b) A clear description of the hypodermic syringe model was needed as well as the weaknesses of that theory. The candidate also needed to show that there are other theories that attempt to show what the effects on the audience are. This needed to be supported by sociological evidence that was evaluated leading to a balanced conclusion.

## Individual Candidate Response

### Candidate A (only)

[The student begins with writing out the following plan.]

- Introduction – various groups present who are in minority females, ageism, ethnic minorities, disabled.
- Anne Karpf analyzes the way
- One way as a source of pity.
- Miracles and cure.
- James Bond movies emblem of evil.
- Monsters – special prowess.
- Sexually hyperactive
- Deformed.
- Wheelchair is the symbol.
- Never represented as carrying on with their daily lives.
- Those with less contact view them as alien.

(b)

- Mass media? Changes?
- Various models.
- Hypodermic syringe model – narcotic
- Bandura, Ross & Ross – violence.
- Alternative two step flow model opinion leaders
- Interpretive model – audience reject, reinterpret
- Uses and Gratification model – escape, background noise, relate to it.
- Structural interpretation model – David Morley.
- Conclusion.

(a) In every society there are certain groups that are usually fewer in proportion as compared to the other members in society. For instance females, ethnic minority groups, the very young, the very old and also the disabled.

Anne Karpf has analyzed the way the disabled are portrayed in the media. She argues that the wheelchair is seen as the symbol for the disabled. They are usually shown on television as a source of pity and sometimes they are shown as a miracle taken place and their disability vanishing away with it.

There are also some other representations of the disabled that have become increasingly common in the mass media. Sometimes the disabled are portrayed as emblem of evil as in the James Bond films. Also as monsters, sexually hyperactive, deformed. Other times the disabled are shown as possessing special powers such as the blind who possess the extra ability to hear more sharply.

However, what is worse is that in television programmes able bodied actors are shown as disabled. The disabled people are never shown as normal and carrying on with the daily activities of life. People who do not have regular contact with such people are sometimes frightened by their presence.

Thus, this is how the mass media portrays minority groups.

(b) Mass media is the medium through which information is transmitted to the masses. Previously the radio, cinema and national newspapers were the main modes of communication. However, the pattern changed considerably after the advent of the satellite and cable television as well as the internet. Sometimes also known as the new technologies.

The mass media as seen by pluralists is the vehicle for public opinion. The mass media is like any other commodity in the market that is led by the forces of demand and supply. The mass media is therefore governed by the interests of the public. However, marxists criticize this approach and put forward their arguments according to Karl Marx the idea of the ruling class are the ruling ideas of that epoch. The mass media is thus seen by marxists as a tool to promote and sustain the ruling class ideology.

Now, how the media has affected audience gives rise to the analysis of the different models developed. The hypodermic syringe model suggest that the media injects messages into the audience as though by a

needle and the audience are affected by the narcotic injected in them. Bandura, Ross and Ross advocate the use of this model when studying audience reception. He conducted study on a number of boys who were first shown violent clips of inflated booboos being attacked. The first clip that was shown did not show the attackers as being punished but the second clip did see them as being punished. So, when the children were taken into a room and left alone with the dolls. The children who were shown the clip where the attackers had been punished were least likely to imitate the violence whereas the children who were shown the video the attackers were not attacked. They did imitate the behaviour. Thus, it is assumed that media messages have a direct effect on children. Also, when the murder of a little boy took place by other children. One of the murderers had borrowed the movie 'Child's play 3' and some of the techniques had been used when the murder of the boy took place. The judge ordered there to be some connection. Thus in both these cases the hypodermic syringe model was seen to be in place.

However, the main criticism of the model is that it assumes that the audience is an undifferentiated mass and no difference in class, age, ethnicity are present between the audience. Also, the audience are seen as passive members who do not have the power to interpret the message and decode it.

There are a number of other models which can be seen as being more valuable in understanding the audience reception. The two step model this model is said to work when two steps are fulfilled. In the first step the message is transmitted and in the second step audience reads the message. Katz and Lazarsfeld conducted research on how much voting was influenced by the media. They came to the conclusion that the media play a small part. There are other factors which are said to determine the voting behaviour. The two step flow model suggests that the media messages are received largely in a group context and there are opinion leaders within each group who are said to influence the views of others and the opinion leaders are the active interpreters of the message. However an addition to this model has come about which is the multistep flow model.

Another model which can be seen as in stark opposition to the hypodermic syringe model is the uses and gratification model. This model begins with the question as to why do audiences use the media. There are a number of reasons and needs that have been outlined by McQuail he argues that audience may use to escape or as a means of diversion from reality. Some may use it as background noise and hardly care whether it is there or not. Some use it to actively create their identities and relate to it. This may be in the form of relating a story of the soap opera with your life or by comparing the actor in a television programme as going through similar circumstances as you. However, the major criticism of this model is that it does not outline how the needs are created and whether the media plays any part in shaping desires.

The structured interpretation model sees their to be a preferred meaning, rejecting it or accepting an oppositional reading. This model was put into effect by David Morley who made different groups of people see the television programme Nation Wide and it was a clip about a strike. The trade unionists saw it as biased and favouring the management thus they developed an oppositional reading. The managers saw it as just and fair which in itself is a preferred reading. The middle class students saw the clip as superficial. The black working class students saw it as totally irrelevant thus an oppositional reading. This approach highlights the fact that media messages are polysemic that is they are open to a number of interpretations this can be contrasted with the hypodermic syringe model which argues that the audience are passive members accepting the texts as they are encoded by the owners.

Also, the mass media can create a number of effects on people. Sometimes audiences may become desensitized to certain acts which are violent and these acts may lose to have an effect on the audience. This is why some argue that moviemakers are always on the lookout for any more graphic violent movies. The other effect that the mass media can have on audience is one of disinhibition where the audience regard that some violent acts as commonplace such as murders etc.

Thus, some would argue that the hypodermic syringe model still has some value but the other models recently developed can be used to assess the effects on the audience in a more accurate way.

### **Examiner Comment**

#### **Candidate A (only)**

(a) This candidate began with outlining the groups who can be minorities within society and by including females as one of these raised immediate doubts as to the security of their knowledge. However, the answer recovered by centring on the disabled. The answer gained the top band because the candidate

offered two good examples along with some description of the way that the mass media views minority groups.

**Marks awarded = 7 out of 9**

(b) The candidate displayed good knowledge of the hypodermic syringe model and this was supported with theoretical analysis. This was then evaluated both by criticisms of the model itself and by alternative explanations. The weaknesses in these explanations were then outlined. Although this answer had a limited conclusion and analysis this was not developed to such a degree as to warrant the top band mark.

**Marks awarded = 12 out of 16**



## **APPENDIX 1 – QUESTION PAPERS AND MARK SCHEMES**

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
General Certificate of Education  
Advanced Subsidiary Level and Advanced Level

**SOCIOLOGY**

**9699/01**

Paper 1 Principles and Methods 1

May/June 2005

**1 hour 30 minutes**

Additional Materials: Answer Booklet/Paper

**READ THESE INSTRUCTIONS FIRST**

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.  
Write your Centre number, candidate number and name on all the work you hand in.  
Write in dark blue or black pen on both sides of the paper.  
You may use a soft pencil for any diagrams, graphs or rough working.  
Do not use staples, paper clips, highlighters, glue or correction fluid.

There are three sections in this paper: Section A, Section B and Section C. Chose **two** of these sections and answer **one** question from **each** of the sections you have chosen.  
At the end of the examination, fasten all your work securely together.  
The number of marks is given in brackets [ ] at the end of each question or part question.

This document consists of 2 printed pages.

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UNIVERSITY of CAMBRIDGE  
International Examinations

**[Turn over**

Answer **two** questions, each from a different section.

### **Section A: The Sociological Perspective**

- 1 Assess the claim that Marxist theory no longer has any relevance for understanding modern societies. [25]
- 2 Assess the view that sociological research should be based on the methods of the natural sciences. [25]

### **Section B: Sociological Methods**

- 3 'While participant observation studies may be high in validity, they give rise to many ethical and practical problems'. Explain and assess. [25]
- 4 Assess the advantages and limitations of using official statistics in sociological research. [25]

### **Section C: Social Differentiation and Stratification**

- 5 Assess the view that women have achieved equality with men in modern industrial societies. [25]
- 6 Assess sociological explanations for the existence of racial discrimination in modern societies. [25]

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# UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Subsidiary and Advanced Level

MARK SCHEME for the June 2005 question paper

## 9699 SOCIOLOGY

9699/01

Paper 1 (Principles and Methods 1),  
maximum raw mark 50

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. This shows the basis on which Examiners were initially instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

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

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

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

|             | maximum mark available | minimum mark required for grade: |    |    |
|-------------|------------------------|----------------------------------|----|----|
|             |                        | A                                | B  | E  |
| Component 1 | 50                     | 38                               | 34 | 26 |

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

June 2005

**GCE AS/A LEVEL**

MARK SCHEME

MAXIMUM MARK: 50

SYLLABUS/COMPONENT: 9699/01

SOCIOLOGY

Principles and Methods 1



UNIVERSITY of CAMBRIDGE  
International Examinations

|               |                                   |                 |              |
|---------------|-----------------------------------|-----------------|--------------|
| <b>Page 1</b> | <b>Mark Scheme</b>                | <b>Syllabus</b> | <b>Paper</b> |
|               | <b>GCE AS/A LEVEL – JUNE 2005</b> | <b>9699</b>     | <b>1</b>     |

### Section A

- 1** 0-6 At this level we should expect just a few simple points demonstrating some awareness of Marxist theory, but probably without any attempt to address the analytical part of the question.
- 7-12 A basic account of the main features of Marxist theory will feature in this band. At the higher end, this may be supplemented by, for example, references to other theoretical perspectives and/or basic recognition that there are different strands to Marxist theory. The overall response at this level will be distinguished by being descriptive rather than analytical.
- 13-18 A sound account of Marxist theory will be provided and there will be a basic attempt to assess its relevance for understanding modern societies. The assessment may be developed in various ways including, for example, through consideration of relevant empirical studies and/or references to contrasting theories such as those associated with Weberian, feminist and post-modernist thinkers. Contrasts with functionalist theory may have some value, but this approach is likely to be rather uninspiring in relation to the question. At the higher end of the band, look for developments such as consideration of different strands of Marxist theory and/or some nascent recognition of the complexity of the issues addressed.
- 19-25 Answers at this level will demonstrate a good understanding of Marxist theory and make a concerted and well-informed attempt to assess its relevance for understanding modern societies. Within reason, we should not be too prescriptive about how ‘modern societies’ is defined by the candidate, and the analysis need not be confined to Western industrial societies. At the lower end of the band, the assessment may rely heavily on identifying general weaknesses and/or strengths with Marxist theory. Higher in the band the focus will be on specific points about the relevance of that theory for understanding modern societies, albeit that this may be conveyed through theoretical debates rather than by reference to relevant empirical material.
- 2** 0-6 A few limited points broadly demonstrating an understanding of the positivist position will feature here. There will be no attempt to address the analytical issues raised by the question and any relevant descriptive points made will lack development.
- 7-12 Answers will demonstrate a basic understanding of the methods of the natural sciences and the position advanced by the positivists in the debate about sociological method. Higher in the band there may be some attempt to contrast the positivist position with the interpretivist perspective, though this will be at a rather elementary level. Answers that focus on a critique of the methods used in natural science, without relating the discussion to sociological enquiry specifically, are unlikely to merit more than 12 marks.
- 13-18 Answers at this level will demonstrate a sound understanding of both the positivist and anti-positivist positions. Lower in the band the response will still largely be descriptive and few, if any, clear conclusions will emerge. Higher in the band the assessment will, to some extent, be explicit and basic arguments for and/or against the proposition in the question will be advanced.
- 19-25 The answer will be based on a good understanding of the positivist and anti-positivist positions, and the assessment will be explicit and well developed. Lower in the band the range of analytical points may be confined to the conventional positivist versus interpretivist debate. Higher in the band, a wider range of points may feature, including possibly references to one or more of the following: the post-modernist perspective, the feminist critique of positivism, and debates about the role of values in sociology.

| Page 2 | Mark Scheme                | Syllabus | Paper |
|--------|----------------------------|----------|-------|
|        | GCE AS/A LEVEL – JUNE 2005 | 9699     | 1     |

### Section B

- 3** 0-6 At this level we may anticipate a few basic points about participant observation studies with little or no reference to the question as set.
- 7-12 A sound account of participant observation as a research method, with little or no attempt to address the specific issues raised by the question, would merit the lower part of the band. Higher in the band, there will be an attempt, albeit limited, to explain the references to 'validity' and 'ethical and practical problems' in the question.
- 13-18 Answers will demonstrate a good understanding of participant observation and there will be a sound explanation of the claim made in the stem about being high in validity, but giving rise to ethical and practical problems. Lower in the band the response will be descriptive primarily, though there will be some attempt to add an assessment. Higher in the band there will be a concerted attempt to assess the statement in the stem, though it may lack some sharpness and sophistication.
- 19-25 Building on a good understanding of participant observation, the statement in the stem will be explained accurately with ample illustration. There will also be a well-focused assessment of the issues raised by the question. This may occur within the context of a general assessment of participant observation studies, though links with the key terms in the question should be made explicitly. At the top of the band, some extra sophistication will be demonstrated by, for example, demonstrating the relevance of the distinction between covert and overt participant observation for the question, and/or illustrating the complexity in applying the concept of validity in practice.
- 4** 0-6 A few disparate points about official statistics is what we might expect at this level. There will be no assessment as such, and any links to the usefulness of official statistics in sociological research are likely to be rudimentary at best.
- 7-12 At this level the response is likely to be descriptive, possibly focused on an account of Durkheim's use of official statistics in his study of suicide. A few advantages and limitations will be covered in passing, but there will be little or nothing in the way of assessment. Higher in the band, a wider range of relevant points will be offered and/or better use made of examples to illustrate the different uses of official statistics *in sociological research*.
- 13-18 A range of advantages and limitations will be identified, though not necessarily with equal treatment. Lower in the band the assessment may lack theoretical sophistication and perhaps focus mainly on practical advantages and limitations. Higher in the band there will be some theoretical input, whether through discussing concepts such as reliability and validity, and/or by linking the question to the wider debates between positivists and interpretivists.
- 19-25 Answers will demonstrate a good understanding of the advantages and limitations of using official statistics in sociological research. A range of practical and theoretical points will be covered, possibly supported with well-chosen references to relevant studies. Lower in the band the assessment may lack some sharpness and detail, and these deficiencies will be less evident higher in the band. Highly rewarded answers should also feature balanced, well-reasoned conclusions about the overall merit or otherwise of using official statistics in sociological research.



|               |                                   |                 |              |
|---------------|-----------------------------------|-----------------|--------------|
| <b>Page 3</b> | <b>Mark Scheme</b>                | <b>Syllabus</b> | <b>Paper</b> |
|               | <b>GCE AS/A LEVEL – JUNE 2005</b> | <b>9699</b>     | <b>1</b>     |

### Section C

- 5** 0-6 An answer based on a few commonsense observations with little or no sociological backing may feature here.
- 7-12 Answers at this level will be mostly descriptive, perhaps identifying some of the changes that may have led to a reduction in the inequality women face in society and/or describing evidence of continuing inequality. Higher in the band, the range of evidence and points covered will be greater, though still with little or no assessment offered.
- 13-18 A sound account of the arguments and evidence for and/or against the view expressed in the stem will be a feature of answers at this level. There will also be some assessment, though this may be by simple juxtaposition of evidence and arguments at the lower end of the band especially. While a theoretical discussion of the issues is not essential, it would add a valuable dimension to the answer, especially if based on a sound understanding of different strands of feminist theory. Post-modernist ideas could also be used very well in answering the question.
- 19-25 Answers will demonstrate a good understanding of the issues raised by the question. A range of evidence and arguments will be used accurately to assess the view expressed in the stem. While a strong case for or against the view, if well supported by appropriate sociological material, could trigger this band, it is more likely that answers at this level will offer a balanced assessment that recognises the limitations in drawing any definitive conclusions about the state of gender relations in modern societies today. Features of answers that might merit the top of the band include, for example, analysis of relevant differences in the social position of different groups of women, good use of theory alongside empirical evidence, and/or engagement with the post-modernist critique of feminist theory.
- 6** 0-6 At this level we may anticipate a few basic points about racial discrimination with little or no reference to appropriate sociological explanations.
- 7-12 A basic descriptive account of one or more relevant explanations of racial discrimination will feature here. Explanations may cover, for example, cultural/historical factors, the structure of the labour market, Marxist analysis, the impact of nationalism, and the various debates about the existence of an underclass. Candidates who can describe two or more of these explanations reasonably well should be placed at the top of the band.
- 13-18 Two or more relevant explanations will be described accurately and there will also be an attempt to assess their usefulness in explaining racial discrimination. Lower in the band the range of explanations will be more limited and/or the assessment will be mainly by juxtaposition. Higher in the band, the assessment will be explicit to some extent, though perhaps lacking depth and sharpness.
- 19-25 Answers will demonstrate good knowledge and understanding of a range of explanations. This may be supported by references to relevant studies and/or analysis of what is meant by racial discrimination. Simple conclusions will be avoided and the assessment will be detailed and sustained, especially at the top of the band. Candidates who use post-modernist contributions to highlight the limitations in earlier sociological accounts of racial discrimination are likely to feature high in the band.

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
General Certificate of Education  
Advanced Subsidiary Level and Advanced Level

**SOCIOLOGY**

**9699/02**

Paper 2 Principles and Methods 2

May/June 2005

Additional Materials: Answer Booklet/Paper

**1 hour 30 minutes**

**READ THESE INSTRUCTIONS FIRST**

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.  
Write your Centre number, candidate number and name on all the work you hand in.  
Write in dark blue or black pen on both sides of the paper.  
You may use a soft pencil for any diagrams, graphs or rough working.  
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **two** questions.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [ ] at the end of each question or part question.

This document consists of **3** printed pages and **1** blank page.

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International Examinations

[Turn over

Answer **two** questions.

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

- (a) What is meant by the term *socialisation*? [2]
- (b) Describe **two** examples of gender socialisation within the family. [4]
- (c) Explain how a child learns to interact with other people. [8]
- (d) Assess the claim that sociologists have exaggerated the importance of socialisation in shaping human behaviour. [11]

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

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

- (a) What do sociologists mean by the term *reliability*? [2]
- (b) Describe **two** problems in using a laboratory setting to study people. [4]
- (c) Explain why a sociologist may choose to use experiments as a research method. [8]
- (d) Assess the claim that in sociological research quantitative data is superior to qualitative data. [11]

- 3 Equality of opportunity through the education system has long been seen as way of allowing the most able to rise to the top positions in society. A social system in which status is achieved through ability and effort is known as a meritocracy. Such a system requires that inherited advantages and ascribed characteristics, such as age, class, gender, play no part in determining the distribution of people between different social positions. A meritocracy may also therefore be described as an 'open society', with no barriers to what a person can achieve other than his or her own ability and willingness to work hard. How far a meritocracy exists in any society today is a matter of debate. In order to measure the degree of 'openness' in society, sociologists often use studies of social mobility.
- (a) What is meant by the term *social mobility*? [2]
- (b) Describe **two** ways in which a person may attain a higher position in society. [4]
- (c) Explain why females may have fewer opportunities than males to achieve upward social mobility. [8]
- (d) Assess the claim that ability and effort are key to achieving higher status positions in society. [11]

# UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Subsidiary and Advanced Level

MARK SCHEME for the June 2005 question paper

## 9699 SOCIOLOGY

9699/02

Paper 2 (Data Response),  
maximum raw mark 50

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. This shows the basis on which Examiners were initially instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

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Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

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

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



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

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

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

June 2005

**GCE AS/A LEVEL**

|   |
|---|
| MARK SCHEME   |
| MAXIMUM MARK: 50  |
| SYLLABUS/COMPONENT: 9699/02<br>SOCIOLOGY<br>Data Response |



UNIVERSITY of CAMBRIDGE  
International Examinations

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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- 5-8 A basic account of relevant feminist theories is likely to feature lower in the band. A more developed or sophisticated response along these lines would merit 7 or 8 marks. Reasons why females may have fewer opportunities than males to achieve upward social mobility include, for example: sexual discrimination in the workplace; gender inequality in schooling; influence of gender stereotyping and socialisation into traditional gender roles; the dual labour market; male dominated informal networks in the public sphere; etc.
- (d) Assess the claim that ability and effort is the key to achieving higher status positions in society. [11]
- 0-4 A few commonsense observations about the relationship between ability/effort and social achievement may merit 3 or 4 marks. Generally, answers at this level will show little or no understanding of the question.
- 5-8 A few random points of a broadly sociological nature that fit the question would deserve 5 or 6 marks. Higher in the band the answer will demonstrate a basic understanding of the meritocracy thesis, whether or not the specific term is used. There may be little or no assessment at this level.
- 9-11 A sound understanding of the meritocracy thesis will be demonstrated and there will be an attempt to assess it using relevant empirical evidence and/or contrasting theoretical perspectives. At the top of the band, the assessment will be explicit and sustained.

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
General Certificate of Education  
Advanced Subsidiary Level and Advanced Level

**SOCIOLOGY**

**9699/03**

Paper 3 Social Change and Differentiation

May/June 2005

**3 hours**

Additional Materials: Answer Booklet/Paper

**READ THESE INSTRUCTIONS FIRST**

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.  
Write your Centre number, candidate number and name on all the work you hand in.  
Write in dark blue or black pen on both sides of the paper.  
You may use a soft pencil for any diagrams, graphs or rough working.  
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **three** questions, **each from a different section**.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [ ] at the end of each question or part question.

This document consists of **3** printed pages and **1** blank page.

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[Turn over

**Option A: Families and Households**

Answer **either** Question 1 **or** Question 2.

- 1 (a) Describe, with examples, what is meant by the *life cycle* of the family. [9]
- (b) 'In modern industrial societies the majority of individuals live in nuclear family households'. Assess this statement. [16]
- 2 (a) Describe the ways in which the status of children in families has changed in the last 100 years. [9]
- (b) Assess the view that the nuclear family is the ideal family type for modern industrial societies. [16]

**Option B Education**

Answer **either** Question 3 **or** Question 4

- 3 (a) Describe, with examples, the improvements in the educational opportunities for females in modern industrial societies. [9]
- (b) Assess the view that the education system helps to maintain social inequalities. [16]
- 4 (a) Describe the Functionalist theory of *meritocracy* in relation to education. [9]
- (b) 'The most important factor influencing educational achievement is the pupil / teacher relationship'. Assess this view. [16]

**Option C Religion**

Answer **either** Question 5 **or** Question 6

- 5 (a) Describe Marxist views on the role that religion plays in society. [9]
- (b) 'The continuation of religious practices in societies is evidence that Marxist views on the future of religion in society are inaccurate'. Assess this view. [16]
- 6 (a) Describe, with examples, the features of a sect. [9]
- (b) Assess the view that new religious movements now have more influence than mainstream religions in modern societies. [16]

**Option D Crime and Deviance**Answer **either** Question 7 **or** Question 8

- 7 (a) Describe, with examples, the limitations of official crime statistics. [9]
- (b) 'There is no such thing as deviance except in the mind of the observer'. Assess this statement in relation to sociological theories on the nature of deviance. [16]
- 8 (a) Describe the differences between sociological and biological theories on the nature of crime and deviance. [9]
- (b) 'The type of community in which people live is a major influence on whether or not they commit crimes'. Assess this view. [16]

**Option E Work and Leisure**Answer **either** Question 9 **or** Question 10

- 9 (a) Describe the ways in which an employee can resist the power of their employer. [9]
- (b) 'Bureaucracy remains the most efficient type of organisation'. Assess this view. [16]
- 10 (a) Explain the meaning of *anomie* in relation to work. [9]
- (b) Assess the sociological theories that examine the relationship between work and non-work. [16]

**Option F Mass Media**Answer **either** Question 11 **or** Question 12

- 11 (a) Explain, with examples, the role of *agenda setters* in the mass media. [9]
- (b) 'The mass media acts as a watchdog over the power of the state'. Assess this view with reference to sociological theories. [16]
- 12 (a) Describe, with examples, the ways in which the mass media represents minority groups such as the disabled. [9]
- (b) Assess the value of the hypodermic syringe model in explaining the effects of the mass media on audiences. [16]

# UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Level

MARK SCHEME for the June 2005 question paper

## 9699 SOCIOLOGY

9699/03 Paper 3 (Social Change and Differentiation),  
maximum raw mark 75

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. This shows the basis on which Examiners were initially instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

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

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

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

|             | maximum mark available | minimum mark required for grade: |    |    |
|-------------|------------------------|----------------------------------|----|----|
|             |                        | A                                | B  | E  |
| Component 3 | 75                     | 52                               | 49 | 32 |

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



June 2005

**GCE A LEVEL**

MARK SCHEME

MAXIMUM MARK: 75

SYLLABUS/COMPONENT: 9699/03

SOCIOLOGY

Social Change and Differentiation



UNIVERSITY of CAMBRIDGE  
International Examinations

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## GENERAL MARK BANDS

### Section A

- 0-3 Answers at this level will be characterised 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.
- 4-6 Answers will demonstrate a basic knowledge and understanding. There may be some inaccuracy and/or omissions of key points. However, there will be evidence that the candidate has made a fair attempt to answer the question as set. Answers at the upper end of the mark band will make some appropriate reference to key studies and concepts.
- 7-9 Answers will demonstrate a good grasp of knowledge and understanding. Relevant studies and thinkers will be referred to where appropriate and the candidate will have made a concerted effort to address the entire question. The question will have been interpreted accurately and appropriate material selected. Analysis and evaluation are not essential to do well at this level.

### Section B

- 0-4 Answers at this level will be characterised 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 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 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 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)

| Band |  | Mark  |
|------|--|-------|
| 1    | Limited understanding of the nature of the life cycle of the family. Answers may be limited to weak definitions of different types of families or attempt to describe different family types.  | 0 - 3 |
| 2    | Candidates begin to show that the nature of the family is not static and changes over time. Candidates may do this by referring to specific families or by describing the events that can alter family structures.   | 4 - 6 |
| 3    | Answers that show the stages from childhood to old age that families go through should be placed here. Also those answers that show that in different societies the changes may be different should also be placed in this band. Some candidates may show that 'leaving' a family structure may not be permanent should also be placed here. Evaluation is not necessary to enter this mark band or to receive full marks. | 7 - 9 |

(b)

| Band |   | Mark    |
|------|---|---------|
| 1    | Answers that simply accept or reject the proposition with unsupported assertions of limited value should be placed here.  | 0 - 4   |
| 2    | Answers that either agree or disagree with the proposition and offer some support for either the continuation of individuals living in their family groups or not should be placed here. If the candidate starts to see that there is another view that may be taken then this argument will be undeveloped or may be supported with weak or inappropriate material.  | 5 - 8   |
| 3    | Answers that show a more thorough understanding of the question and are supported with a good range of material should be placed here. Answers that show that the answer to the question may be dependent on the time in an individual life should be placed here. Likewise those that use the range of key thinkers such as Anderson, Laslett, Burchinal, Litwak etc. Also those candidates that make reference to a range of different types of household arrangements that may be found in a variety of different societies. Evaluation in this mark band may be implicit. | 9 - 12  |
| 4    | 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.  | 13 - 16 |

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2 (a)

| Band |  | Mark  |
|------|--|-------|
| 1    | A limited understanding of the term status will be shown. Candidates may concentrate on what it is that children can or can't do rather than on their social position.   | 0 - 3 |
| 2    | Candidates begin to show how the social position of children has changed. In this mark band this may take the view that this change has been global with little or no specific examples.   | 4 - 6 |
| 3    | In this band not only will candidates show how the status of children has changed but this may be supported by reference to the law and the level of IMR. At the top end of the range this may be supported by the work of such key thinkers as Aries but may also show the way in which these changes are not universal. At the top of the band candidates may also show how the status of some children has resulted in them being exploited either as slaves, soldiers or even as the victims of human trafficking. Evaluation is not necessary to enter this mark band or to receive full marks. | 7 - 9 |

(b)

| Band |  | Mark    |
|------|--|---------|
| 1    | Answers in this band are likely to either agree or disagree with the proposition with unsupported assertions or offer evidence of limited value.   | 0 - 4   |
| 2    | Answers in this band are most likely to agree with the proposition and support their answers with the functionalist theories of 'fit'.   | 5 - 8   |
| 3    | 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 candidates outline the Functionalist proposition with the use of key thinkers such as Parsons and Goode but will also explore the variety of family types that may be found. Such examples as Japan may be offered as evidence that many other family types can be found in industrial societies as well as the nuclear family. Evaluation in this mark band may be implicit. | 9 - 12  |
| 4    | 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.   | 13 - 16 |

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3 (a)

| Band |  | Mark  |
|------|--|-------|
| 1    | Candidates offer only weak descriptions of the way in which opportunities have become more equal for females or only give specific examples.   | 0 - 3 |
| 2    | Answers offer both descriptions and examples of female equality (or inequality) but one of these may be weak and or undeveloped.   | 4 - 6 |
| 3    | Candidates will offer descriptions and examples of the way in which educational opportunities for females have improved. This may be by the use of educational achievements and by access or the changing provision of education. Reward the use of key thinkers but there is no necessity in this question to question the extent to which this improvement may be more cosmetic than real. | 7 - 9 |

(b)

| Band |   | Mark    |
|------|---|---------|
| 1    | In this mark band candidates are likely either to argue that education is responsible for the maintenance of societies' inequalities or argue that education has enabled social mobility for all. Conversely, other factors such as marriage could be referred to in relation to social mobility but could be referred to with no reference to education. In this band there will be no relevant reference to different types of inequalities.  | 0 - 4   |
| 2    | In this mark band the candidates will show that it is possible to see that education can be shown either to maintain social order or to enable social mobility, support for the argument is likely to concentrate on matters of social class. Reward those candidates who make use of avenues of social mobility other than education. Evidence for this is likely to concentrate on the basic Marxist and Functionalist views. At the top of this band candidates are likely to begin to show that inequality can be defined in many ways. | 5 - 8   |
| 3    | Answers in this band will show a more thorough understanding of the question and be supported with a good range of material. Social inequality will be seen in several ways especially at the top of the band i.e. class, ethnicity, gender, religion. Key thinkers that include evidence on these as well as material factors and those of labelling should also be rewarded. Evaluation in this mark band may be implicit.  | 9 - 12  |
| 4    | 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.  | 13 - 16 |

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4 (a)

| Band |   | Mark  |
|------|---|-------|
| 1    | Answers in this band are likely to argue that education is based on merit and that if you work hard you will do well. Other candidates will describe meritocracy in relation to society with no comments about education.               | 0 - 3 |
| 2    | In this mark band answers will concentrate on education and give weak descriptions of meritocracy that may use the work of a limited range of Functionalist thinkers such as Davis and Moore.   | 4 - 6 |
| 3    | Candidates will offer a detailed accurate explanation of the Functionalist theory that may include at least two key thinkers such as Parsons or Durkheim. Evaluation is not necessary to enter this mark band or to receive full marks. | 7 - 9 |

(b)

| Band |  | Mark    |
|------|--|---------|
| 1    | In this band candidates will either accept or reject the proposition and if support is offered it will be by unsupported assertion.  | 0 - 4   |
| 2    | In this band candidates will support their answers by the use of supported assertion. This is most likely to be by the interactionist theory and evidence of such key thinkers as Ball or Keddie or by the work of others such as Willis. If they reject the proposition then several routes can be taken such as that of class or material circumstances. At the top of the band both of these may be offered but one will only be an undeveloped suggestion. | 5 - 8   |
| 3    | Answers show a more thorough understanding of the question and are supported with a good range of material. Both the factors that influence the classroom experience of the pupil as well as the range of factors from outside the classroom may be included. This may be from the view of structural factors or material ones as well as issues of gender or ethnicity. Evaluation in this mark band may be implicit.   | 9 - 12  |
| 4    | 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.   | 13 - 16 |

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5 (a)

| Band |  | Mark  |
|------|--|-------|
| 1    | Answers in this mark band are likely to focus on the role of religion in general or conversely explain why religion should be followed in society.   | 0 - 3 |
| 2    | In this band the candidate is most likely to explain a classic Marxist view but this will be in a one dimensional way that takes the position of either the ruling class and the role it fulfils for them or the ruled over and how it provides spiritual 'gin'. | 4 – 6 |
| 3    | Both the role of religion from the perspective of the ruled over and the rulers will be covered at this band and key thinkers such as Lenin or Gramsci may be used in the answer. Evaluation is not necessary to enter this mark band or to receive full marks.  | 7 - 9 |

(b)

| Band |   | Mark    |
|------|---|---------|
| 1    | In this mark band candidates may well either accept or reject the proposition with unsupported assertions.  | 0 - 4   |
| 2    | Answers include more reference to appropriate material and may begin to evaluate by assessing the contention. In this band answers are most likely to concentrate on Marxist theories and use examples of religious observation from a variety of societies as evidence of its failure. At the top of the mark band candidates may argue that Marxist views may be found valid at some future time. | 5 - 8   |
| 3    | Answers show a more thorough understanding of the question and are supported with a good range of material. Not only are Marxist views used but also these are shown to come under criticism from other perspectives. Candidates may also use the secularisation debate as evidence to support or criticise the proposition. Evaluation in this mark band may be implicit.                          | 9 - 12  |
| 4    | 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.  | 13 - 16 |

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6 (a)

| Band |  | Mark  |
|------|--|-------|
| 1    | Candidates either offer weak descriptions of sects or give example(s) of sects with no appropriate definition.   | 0 - 3 |
| 2    | Both descriptions of sects will be included as well as appropriate examples of sects but in this band one will be undeveloped.   | 4 - 6 |
| 3    | Candidates will offer both examples and a detailed description of sects. Reward those who use a description of the features of sects such as that of Wallis. Evaluation is not necessary to enter this mark band or to receive full marks. | 7 - 9 |

(b)

| Band |  | Mark    |
|------|--|---------|
| 1    | In this mark band the argument developed by the candidate will either accept or reject the proposition by unsupported assertion. Others may choose to offer an argument that details why religion should continue to have influence in modern societies.   | 0 - 4   |
| 2    | Candidates may take the view that influence can be political, social or both. If they take the latter view then mark at the top of the band. Candidates may use statistics of religious attendance or comparisons of religious observations in the past as compared to the present.  | 5 - 8   |
| 3    | Answers show a more thorough understanding of the question and are supported with a good range of material. Influence will be seen as being both political and social as well as giving examples from more than one type of religious faith. Key thinkers such as Shiner, Martin, Wilson, Berger and others may be used to support the answer. Evaluation in this mark band may be implicit. | 9 - 12  |
| 4    | 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.   | 13 - 16 |



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7 (a)

| Band |   | Mark  |
|------|---|-------|
| 1    | In this band candidates will either offer weak descriptions of the limitations of the crime statistics, this may well be in the form of a list. Otherwise the candidates will give examples of crime statistics that are limited but with no description of what the limitations of crime statistics are. | 0 - 3 |
| 2    | In this band candidates will offer both descriptions of the weaknesses of official crime statistics as well as specific examples. In this mark band one of these will be limited.   | 4 - 6 |
| 3    | Candidates will give a detailed description of the limitations of crime statistics supported by at least two relevant examples. Evaluation is not necessary to enter this mark band or to receive full marks.   | 7 - 9 |

(b)

| Band |   | Mark    |
|------|---|---------|
| 1    | In this mark band the candidate is most likely to either accept or reject the proposition by unsupported assertion. Candidates may show confusion between crime and deviance.   | 0 - 4   |
| 2    | Candidates show that they are clearly answering about deviance as distinct from crime. In this mark band the proposition is most likely to be agreed with support for this from the interactionist studies of such key thinkers as Lemert and Becker.   | 5 - 8   |
| 3    | Answers show a more thorough understanding of the question and are supported with a good range of material. Not only will labelling theories be interrogated but also other theories on the reason why deviance happens such as the classical views of such key thinkers as Durkheim but also those of Cohen, Merton, Young and Pearce. Evaluation in this mark band may be implicit. | 9 - 12  |
| 4    | 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.  | 13 - 16 |

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8 (a)

| Band |  | Mark  |
|------|--|-------|
| 1    | Candidates offer one or two weak examples of the differences between the theories that may confuse biological and sociological theories.   | 0 - 3 |
| 2    | Candidates offer two valid differences between the two perspectives that may be supported by reference to key thinkers but this is not an essential part of this answer.   | 4 - 6 |
| 3    | Candidates show clearly that sociological explanations are based on social behaviour and how this differs from biological theories. Candidates may give examples of key thinkers from both theories but their answers do not have to evaluate the effectiveness of either explanation. | 7 - 9 |

(b)

| Band |   | Mark    |
|------|---|---------|
| 1    | Answers in this mark band will either accept or reject the proposition by unsupported assertion.  | 0 - 4   |
| 2    | Answers accept or reject the proposition but support their answer by reference to valid research or key thinkers. At the top of the mark band candidates may show that there is the possibility that there may be a variety of views.   | 5 - 8   |
| 3    | Answers show a more thorough understanding of the question and are supported with a good range of material. Not only will the candidate show that there are theories such as that of Mayo and Pahl that see the areas that people live in as important but that there are many other theories as to why crime exists such as that of the Marxists, Taylor, Walton, Young etc. Evaluation in this mark band may be implicit. | 9 - 12  |
| 4    | 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.  | 13 - 16 |

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9 (a)

| Band |  | Mark  |
|------|--|-------|
| 1    | Candidates offer one or two weak examples of the way in which employees may offer resistance to their employers such as go slow.   | 0 - 3 |
| 2    | Candidates give two distinct examples of employee resistance; these are most likely to be examples of overt industrial conflict.   | 4 - 6 |
| 3    | Candidates show that there are many ways in which employees offer resistance. These will be from at least two distinct areas such as industrial conflict or absence from work. Evaluation is not necessary to enter this mark band or to receive full marks. | 7 - 9 |

(b)

| Band |   | Mark    |
|------|---|---------|
| 1    | Answers that limit themselves to descriptions of bureaucracy that do not address the question of efficiency should be placed here. Other answers may agree or disagree with the proposition by unsupported assertion.   | 0 - 4   |
| 2    | Candidates offer more detailed typologies that may or may not include reference to key thinkers such as Weber. There may be some reference to the efficiency of the bureaucratic organisation but this will only be from the studies of bureaucracies with no contrary views.   | 5 - 8   |
| 3    | Answers show a more thorough understanding of the question and are supported with a good range of material. Not only will candidates consider the efficiency of the bureaucratic organisation but also consider other views. Useful reference can be made to the work of Weber, Gouldner, Barnevik, Halsey, Peters or others. Evaluation in this mark band may be implicit. | 9 - 12  |
| 4    | 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.  | 13 - 16 |

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10 (a)

| Band |   | Mark  |
|------|---|-------|
| 1    | Weak definitions of anomie that will show confusion as to its meaning.  | 0 - 3 |
| 2    | At least two clear features of anomie are described. There may be reference to key thinkers such as Merton but this is not an essential part of this answer at this level.  | 4 - 6 |
| 3    | A clear definition of the concept of anomie that shows clear understanding and if this includes reference to key thinkers then mark at the top of the band. Evaluation is not necessary to enter this mark band or to receive full marks. | 7 - 9 |

(b)

| Band |   | Mark    |
|------|---|---------|
| 1    | Answers in this band look at the reasons why individuals work and may limit their response to one factor such as economic.  | 0 - 4   |
| 2    | Candidates should make use of at least one study on the way in which work impacts on life chances. Issues such as health, levels of satisfaction and exploitation could also be usefully referred to.   | 5 - 8   |
| 3    | Answers show a more thorough understanding of the question and are supported with a good range of material. In this mark band there will be specific reference to research into work and the way in which work can influence non-work. Useful reference can be made to the work of such key thinkers as Parker, Rapoport and Roberts. Some candidates may also widen the question to consider the effects of unemployment as well but this is not an essential part of this question. Evaluation in this mark band may be implicit. | 9 - 12  |
| 4    | 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.  | 13 - 16 |

|                |                            |                 |              |
|----------------|----------------------------|-----------------|--------------|
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11 (a)

| Band |   | Mark  |
|------|---|-------|
| 1    | Candidates will either explain the role of agenda setters with no examples or give examples of those who are agenda setters with no explanation of what the role is.  | 0 - 3 |
| 2    | In this mark band candidates will show what the role of the agenda setter is as well as support that explanation with examples, one of these elements will be undeveloped.  | 4 - 6 |
| 3    | Good descriptions of agenda setters well supported with appropriate examples that may include reference to key thinkers, such as the GMG, but this is not an essential part of this question. Evaluation is not necessary to enter this mark band or to receive full marks. | 7 - 9 |

(b)

| Band |  | Mark    |
|------|--|---------|
| 1    | Answers in this band will either accept or reject the proposition based on unsupported assertion.  | 0 - 4   |
| 2    | In this band candidates will recognise the Pluralist implication in the question and either accept it or reject it probably from the Marxist view.   | 5 - 8   |
| 3    | Answers show a more thorough understanding of the question and are supported with a good range of material. Candidates will balance the ideological control debate against the views that those that control the media are able to operate independently from the establishment. At the top of the band there may be discrimination between the Marxist theorists who support the theories of manipulation to those of hegemony. Evaluation in this mark band may be implicit. | 9 - 12  |
| 4    | 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.   | 13 - 16 |

|                |                            |                 |              |
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12 (a)

| Band |   | Mark  |
|------|---|-------|
| 1    | In this mark band candidates will either offer a description of the way in which the Mass Media may stereotype groups or will offer examples of Media stereotypes with no explanation of the way in which that happens. Examples, if used, may be of the disabled but this is not an essential part of this question.                                       | 0 - 3 |
| 2    | Answers in this mark band will describe the way in which the media stereotypes minority groups as well as give specific examples of this happening. One of these elements will be undeveloped.  | 4 - 6 |
| 3    | Candidates will both give accurate explanations of the way in which the media stereotypes minority groups as well as give specific examples of groups that are stereotyped. If the examples include two or more examples of minority groups then mark at the top of the band. Evaluation is not necessary to enter this mark band or to receive full marks. | 7 - 9 |

(b)

| Band |  | Mark    |
|------|--|---------|
| 1    | Answers will either assert that the theory is useful but offer no valid support or reject its usefulness in a similar way.   | 0 - 4   |
| 2    | In this mark band there will be an uncritical acceptance of the validity of the model but this will be based on an understanding of the model. Answers may be supported by supposed copycat behaviours that have happened. At the top of the band there may be an acknowledgement that there are other interpretations of the effects of the media on audiences. | 5 - 8   |
| 3    | Answers show a more thorough understanding of the question and are supported with a good range of material. Not only will the Hypodermic Syringe Model be explained but also it will be juxtaposed with others such as Uses and Gratifications as well as Cultural Effects Studies. Evaluation in this mark band may be implicit.                                | 9 - 12  |
| 4    | 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.   | 13 - 16 |

## **APPENDIX 2: ADVICE TO STUDENTS FOR THE EXAMINATION**

### **Essay questions**

As an A Level student you will already know quite a lot about the principles of good essay writing technique. These principles apply in sociology just as much as in any other subject. However, in addition there are some points of advice about essay technique which are particularly relevant for the sociology examination. These points are summarised below:

- 1 Read all the questions on the examination paper and make sure you understand the rubric (ie how many questions you have to answer and, if relevant, how many from each section). Look for questions which relate to material you have revised well.
- 2 Make sure that you understand the key terms and concepts in the questions. This is very important in sociology where concepts play a major part in the way questions are formulated. It is a common mistake for candidates to misinterpret the concepts in a question and answer on a different subject; for example, a question referring to sectarianism was wrongly interpreted by some candidates in a recent examination as meaning secularisation; the two concepts have quite distinct meanings and, to some extent, refer to different areas of the sociology of religion.
- 3 Make sure that you can answer all aspects of the question; for example, if you are asked to explain and evaluate a sociological topic, you must do both of these things. Where there are **two or more parts to the question**, it is particularly important to check that you are confident about being able to answer all of the parts before you start writing.
- 4 It is generally not a good idea to start answering a question before you have made some notes about the points you intend to cover. This need not be a full essay plan, but it should cover enough points to reassure you that you can answer the question effectively. Also, spend some time thinking about how you are going to structure these points in the essay.
- 5 Lateral thinking is always important in an examination situation and this includes the ability to respond to a question at different levels. For example, many questions in one way or another ask about the 'causes' of a particular development or situation in society. Unless the wording of the question specifically rules this out, you should answer by looking at a wide range of possible causes and try to approach the question from different angles. The more differentiated your answer is, in an intelligent and relevant way, the higher mark it will gain.
- 6 One of the qualities that will be rewarded in the examination is the ability to show that you understand the arguments both for and against sociological ideas and policies. However, you will gain even more credit if you can go beyond this to include some **evaluation**. This means that you assess the different arguments and, for example, give reasons why you find some more convincing than others. Remember that evaluation is one of the key skills that the examination is designed to test.
- 7 Try to bring into your answers different perspectives and theories where relevant. There are contrasting schools of thought on many sociological issues and it is good to show that you understand these debates and can apply your knowledge in an appropriate way.
- 8 Aim to achieve the right balance of coverage. For example, if a question asks you to discuss the causes and consequences of the rising divorce rate, give equal attention to answering both parts of the question. If you know a lot about one part of the question, and very little about the other, it is clearly not a question you should be attempting unless you have no better alternative.
- 9 Confine your answer to the material that is required to address the question directly. For example, if a question asks 'Explain and evaluate the Marxist theory of alienation', it would be inappropriate to outline alongside the Marxist view other theories - such as Blauner's. The answer should primarily be about the Marxist. The only place where it might be relevant to refer to other theories, such as Blauner, is as a way of highlighting deficiencies or weaknesses in the Marxist view.
- 10 Make sure you **define key terms and concepts**, especially those which appear in the wording of the question. Your definitions should be clear, concise and accurate.
- 11 Remember to use examples from recent changes and developments in society to illustrate your answers where relevant.
- 12 Where there are two or more parts to a question, be careful not to pre-empt your answer to the second or third part by covering the material in your answer to the first part.

- 13 Make full use of relevant sociological terms and concepts in your answers, though don't use jargon without good reason or if you don't really understand the meaning of the terms.
- 14 Remember that clarity of expression is one of the skills that the examination is designed to test. Lack of clarity is often caused by a tendency for candidates to over-write; shorter, but well-expressed answers are better.
- 15 It is easy under examination conditions to stray from the point and to include irrelevant material. So keep checking that you are following your essay plan and that what you have written is relevant to the question that has been set.
- 16 Don't panic if you have to answer a question or questions on a subject which you have not revised well or where you think that you cannot remember the key points. Logic plays a key part in sociology and for some types of question it is possible to provide a reasonable answer by thinking rationally and applying the analytical skills you have learnt during the A-level course. Detailed knowledge is not necessarily required as long as you can think of a range of relevant points and discuss them in a way that demonstrates your skills as a sociologist. Although the answer will not be of the highest quality, it may be good enough to secure at least an A-level pass mark.
- 17 Include a conclusion and try to end with an evaluative statement which summarises some key point or points in your answer to the question.
- 18 If you have any time left after completing your answers, check your work for errors and omissions.

### **Data response questions**

Principal examiners have reported that the most common problems with answers to data response questions include:

- Inappropriate use of time - candidates spending too long over questions which carry only a few marks, and not long enough over those which have the most marks.
- Failure to use some or all of the information given in the sources to support answers.
- Use of the wrong sources. For example, using information from source A when the question specified that answers should refer to source B only.
- Misunderstanding key aspects of the information given in the sources, perhaps because of failure to study the information carefully before attempting the question.
- Candidates copying material from the sources rather than answering in their own words.
- Candidates wasting their time by writing out the question each time (there is no reason to write out the question each time unless you find that it helps you work out the answer).
- Failure to recognise that for some questions, there are clues to the answer in the sources. For example, a question may ask for a definition of a key term which appears in one of the sources. In most cases, there will be clues to what the term means in the appropriate source.

Remember that the sources are designed to help you answer the questions, so make full use of them.

### **Ten points to avoid in the examination**

- 1 Anecdotal evidence from non-sociological sources, i.e. statements like 'My brother used to work in a factory and he says...'
- 2 Unnecessary use of jargon - never use concepts and terms which you don't understand or for which you are unable to offer clear definitions.
- 3 Over use of non-sociological explanations and theories; for example, in an essay on sociological theories of crime, it would be inappropriate to devote more than just a few lines to theories which focus primarily on the biological and/or psychological profiles of offenders, as these are not sociological theories.
- 4 Lengthy descriptions of a study or studies with little or no analysis and evaluation.
- 5 Assertion, i.e. statements which are not backed up by evidence from relevant studies or by reasoned argument.
- 6 Imbalance; for example, answering only one part of a question.
- 7 Claims about a fixed human nature - sociologists generally reject the idea that social actions can be explained by reference to qualities which are supposedly inherent in people as 'characteristics of the



human species'. For example, the idea that there is a maternal instinct governing the behaviour of women finds little support among sociologists. If you refer to ideas of this kind in your answers, be clear in pointing out that there are problems in accepting such speculative claims about human nature.

- 8 Over-generalisation - avoid sweeping statements, such as 'the old sexual inequalities have now disappeared and women are equal with men'. Clearly, the situation with regard to gender divisions today and in the past is much more complex than this simplistic statement suggests. Aim to make your comments more precise by using qualifying clauses. The words in italic in the following example are qualifying words and clauses:

*'Many of the inequalities which existed between the sexes in the first half of the twentieth century have been reduced and, in some cases, overcome altogether, although most commentators would agree that complete equality in this area has still to be achieved.'*

- 9 Common sense answers - these are usually highly personal answers, i.e. where the candidate writes 'what I think the answer is', rather than drawing on information and ideas from relevant sociological sources. For example, if the question asks you to write about the causes of racial discrimination, the examiner is not really interested in reading what you personally think the causes are. What the examiner wants to read is an account of the different explanations which sociologists have advanced together with your assessment of the relative strengths and weaknesses of each explanation.
- 10 Bias - there is nothing wrong with holding strong views on sociological issues and expressing this in your answers if you want to, but your points must always be supported by relevant evidence and/or reasoned argument. For example, you might consider that the only really convincing analysis of modern societies is the structural Marxist theory. However, it would be quite inappropriate to answer an examination question by referring solely to this theory and ignoring all of the other relevant perspectives. You would need to consider the other perspectives, if only to show the examiner why you think the structural Marxist theory is superior in its explanatory power.





