

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Level

MARK SCHEME for the November 2004 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. It 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 November 2004 question papers for most IGCSE and GCE Advanced Level syllabuses.



Grade thresholds taken for Syllabus 9699 (Sociology) in the November 2004 examination.

	maximum mark available	minimum mark required for grade:		
		A	B	E
Component 3	75	47	37	25

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.

November 2004

GCE A LEVEL

MARK SCHEME

MAXIMUM MARK: 75

SYLLABUS/COMPONENT: 9699/03

SOCIOLOGY

Social Change and Differentiation

Page 1	Mark Scheme	Syllabus	Paper
	A LEVEL – NOVEMBER 2004	9699	3

GENERAL MARK BANDS

SECTION A

0-3 marks

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 marks

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 marks

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 marks

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 marks

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

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9-12 marks

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

13-16 marks

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

Page 3	Mark Scheme	Syllabus	Paper
	A LEVEL – NOVEMBER 2004	9699	3

- 1 (a) Describe, with examples, the diversity of family forms that may be found in societies today. [9]

Band 1 0-3

Candidates who attempt some description of a family with no appropriate reference to diversity or offer weak examples only, place in this mark band.

Band 2 4-6

Candidates attempt both by example and by description to show diversity, but in one of these respects the answer will be partial.

Band 3 7-9

Candidates will offer at least two appropriate examples of different family forms. If these are from the same society then they will score at the bottom of the range but those that use several examples from different societies as well as a general description should score at the top of the band. Evaluation is not necessary to enter this mark band or to receive full marks.

- (b) Evaluate the claim that the extended family is of declining importance in modern industrial societies. [16]

Band 1 0-4

Candidates who limit their answers to descriptions of extended families or who only offer examples of them should be placed here. Also place here answers that merely agree or disagree with the proposition.

Band 2 5-8

Candidates who agree/disagree with the proposition and support their answers with appropriate material from modern (i.e. contemporary) societies should be placed here.

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. Both the continuance of the survival of the extended family and the importance of the nuclear family will be noted and reference made to the work of such key thinkers as Rosier and Harris or Werbner. At the top of the band there will be reference to the way in which the extended family has adapted to modern societies as well as those modern societies in which it has continued to be of primary importance. Evaluation in this mark band may be implicit.

Band 4 13-16

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.

Page 4	Mark Scheme	Syllabus	Paper
	A LEVEL – NOVEMBER 2004	9699	3

- 2 (a) Describe, with examples, changing fertility patterns in modern industrial societies over the last 100 years. [9]

Band 1 0-3

Candidates may attempt to define birth rate rather than show how it might vary, or to give an example of a birth rate.

Band 2 4-6

A description of changing rates will be given as well as an example from within one society but one or both parts of the answer will be partial.

Band 3 7-9

The candidate will offer at least two appropriate examples of changing birth rates as well as a description of the meaning of fertility pattern. Evaluation is not necessary to enter this mark band or to receive full marks.

- (b) Evaluate the view that control of female fertility is the key to the status of women in the family *and* the wider society. [16]

Band 1 0-4

Answers will be confined to those that describe contraception.

Band 2 5-8

Answers will either show that falling birth rates have enabled females to have more opportunities to enter the labour market or will concentrate on the apparent change in female status in families in modern societies.

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. By the use of empirical data, such as Wilmott and Young, they may show that the status of women has changed in modern societies as well as look at the position of women in wider society. At the top end of the band they will include both aspects. There should be at least a reference to evidence that may suggest that this change in status is more apparent than real and this can be supported by Feminist views. Evaluation in this mark band may be implicit.

Band 4 13-16

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.

Page 5	Mark Scheme	Syllabus	Paper
	A LEVEL – NOVEMBER 2004	9699	3

3 (a) Describe, with examples, how education may lead to social mobility. [9]

Band 1 0-3

Answers that either give weak examples of social mobility through education or which assert that education can/cannot enable social mobility should be placed here.

Band 2 4-6

Candidates who offer an example to show how education has enabled (or prevented) social mobility as well as offer a possibly functionalist argument to show how social mobility may be gained through education should be placed here. One or both of these elements may be partial. Answers that totally reject the possibility should also be placed here.

Band 3 7-9

In this mark band candidates who offer at least two appropriate examples to show how social mobility may be gained and support these examples should be placed here. Evaluation is not necessary to enter this mark band or to receive full marks.

(b) Evaluate the view that education helps maintain ruling class domination.[16]

Band 1 0-4

In this mark band the candidates will either support or reject the proposition with little or no appropriate support.

Band 2 5-8

In this mark band the candidates will either reject or support the proposition and support their answer with either the appropriate functionalist or Marxist theory/evidence.

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. The candidates will show that there is a debate and draw their evidence from such key thinkers as Bowles and Gintis, Westergaard and Reislter as well as Parsons, etc. If theories of elite self-recruitment are included then they can be rewarded although they are not an essential part of this answer even at the top of the band. Evaluation in this mark band may be implicit.

Band 4 13-16

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.

Page 6	Mark Scheme	Syllabus	Paper
	A LEVEL – NOVEMBER 2004	9699	3

- 4 (a) Describe, with examples, the ways in which cultural background may limit the educational achievements of some pupils. [9]

Band 1 0-3

In this mark band there will be some mention of an aspect/aspects of pupils background/s but there will be no link to educational achievements OR answers which rely solely on material factors should be placed here.

Band 2 4-6

An explanation of two aspects of cultural background will be given as well as at least one appropriate example to support this, but one element of the answer will be partial.

Band 3 7-9

At least two appropriate examples will be given to show the way in which cultural backgrounds may influence achievements in education as well as descriptions of the work of at least one theorist. At the top end of this band candidates may also give examples of how pupils may succeed even without the 'correct' background. Evaluation is not necessary to enter this mark band or to receive full marks.

- (b) Evaluate the extent to which factors within schools may influence educational outcomes. [16]

Band 1 0-4

Candidates will attempt to describe a factor and how it enables different groups to succeed or fail.

Band 2 5-8

The range of factors that influence outcomes will be begun to be explored. There will be no consideration of the factors that may influence outcomes externally or conversely external factors will be considered to the exclusion of the within school factors OR a generalised answer that considers both sides of the debate.

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. Candidates will show that this can be a class-based issue but will also use the work of such key thinkers as Dale Spender to show that there is at least one other dimension to the question. Candidates will also make reference to the Functionalist rejection of the view. Evaluation in this mark band may be implicit.

Band 4 13-16

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.

Page 7	Mark Scheme	Syllabus	Paper
	A LEVEL – NOVEMBER 2004	9699	3

- 5 (a) Describe the ways in which social class may be linked to patterns of worship. [9]

Band 1 0-3

Answers in this mark band will either argue that class is irrelevant to religious observance or that it is class ridden.

Band 2 4-6

Candidates will either argue that religion is the province of the marginalised or they will offer examples of how different social groups will use their religion. Rejection of class in favour of other factors being the important link to religion, poorly supported, should be placed here.

Band 3 7-9

Not only will candidates describe the links between marginalisation but they will also offer other examples of the way in which class can be linked to religious observance. If candidates offer groups other than class as the important link to religion they can be placed in this band if the answer is supported. Evaluation is not necessary to enter this mark band or to receive full marks.

- (b) Assess the extent to which religion may hinder social change. [16]

Band 1 0-4

Simplistic arguments that state that religion can/cannot promote change should be placed here.

Band 2 5-8

In this mark band the candidate will either support the contention that religion causes change, possibly from a Weberian perspective, or take the view that it maintains the status quo, possibly from a Marxist perspective. At the top of the band they may see that there is a debate but one of the arguments will not be developed.

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. Both the contention that religion can promote social change as well as the possibility of continuity will be developed. Also reward appropriate examples such as liberation theology where the drive for change is driven by a Religious Marxist view. Evaluation in this mark band may be implicit.

Band 4 13-16

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.

Page 8	Mark Scheme	Syllabus	Paper
	A LEVEL – NOVEMBER 2004	9699	3

6 (a) Describe, with examples, the nature of religious fundamentalism. [9]

Band 1 0-3

Weak explanations with no examples should be placed here.

Band 2 4-6

In this band candidates will offer both examples of fundamentalism as well as an explanation but one of them will be partial.

Band 3 7-9

At least two appropriate examples of religious fundamentalism will be offered as well as a clear definition of the concept. To score at the top of the band the examples offered should be from different religious observances. Evaluation is not necessary to enter this mark band or to receive full marks.

(b) 'Secularisation is occurring throughout modern industrial societies.'
Evaluate this statement. [16]

Band 1 0-4

Candidates who either attempt to define secularisation or who state that it is/is not occurring with no support should be placed here.

Band 2 5-8

In this mark band the candidates will either argue, and support, the view that secularisation is either happening or is not. If the possibility of a debate is noted one view will not be developed.

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. Both sides of the debate will be addressed and will be well supported by such notions as the meaning of religiosity but also church attendance, new religious movements and reference to key thinkers such as Wilson, Turner etc. It is not essential for candidates to cover all of these elements to enter this band as long as they well support the debate. Evaluation in this mark band may be implicit.

Band 4 13-16

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.

Page 9	Mark Scheme	Syllabus	Paper
	A LEVEL – NOVEMBER 2004	9699	3

- 7 (a) Describe, with examples, the process by which an individual accepts a master status. [9]

Band 1 0-3

Answers that merely define what a master status is, with no explanation as to how it is accepted, or give examples only of what a master status is should be placed here.

Band 2 4-6

Candidates in this band will offer at least one empirical example to support the acceptance of a master status in the labelling process as well as a description of that process. In this band one element will be partial.

Band 3 7-9

The candidate will offer a clear explanation of the acceptance of a master status within the labelling process as well as two appropriate empirical examples to be placed here. Evaluation is not necessary to enter this mark band or to receive full marks.

- (b) 'The mass media plays a key role in labelling certain acts as deviant.' Explain and assess this statement. [16]

Band 1 0-4

Contentions (or rejections) that the media is responsible for the labelling of individuals /groups that only has weak support should be placed here.

Band 2 5-8

Supported answers that show that the media can label should be placed here. The work of key thinkers such as Cohen, Hall and Young etc. should be rewarded. Conversely candidates may argue the pluralist view that the media reflects deviance that has other causes rather than creating it should also be placed here. If both views are covered but one is not developed then mark at the top of this band.

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. Both the role of the media in the labelling of deviance as well as at least one other theory about the causes of deviance which should be well supported to enter this mark band. Evaluation in this mark band may be implicit.

Band 4 13-16

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.

Page 10	Mark Scheme	Syllabus	Paper
	A LEVEL – NOVEMBER 2004	9699	3

- 8 (a) Describe, with examples, the reasons why the old apparently commit fewer crimes than the young. [9]

Band 1 0-3

Answers that accept or reject the proposition or limit themselves to one argument such as health should be placed here.

Band 2 4-6

Both the crime rates of the young and the old will be considered in this band and the candidate may take the view that the young commit more crime rather than the old commit less. If they take the view of Mazta that criminality changes with drift and that today's old are yesterday's young then place at the top of the range.

Band 3 7-9

In this band the candidates answers will go beyond the debate of who commits the most crime and why to consider the explanations of the collection of crime statistics and the power of older groups to hide crime. Evaluation is not necessary to enter this mark band or to receive full marks.

- (b) Evaluate the usefulness of Marxist theories in understanding levels of crime in society. [16]

Band 1 0-4

In this band the candidate may accept or reject the proposition uncritically.

Band 2 5-8

Marxist theories of crime will either be rejected or accepted but the answer will be well supported by the work of key thinkers/empirical evidence such as Young and Pearce or Merton and Cohen.

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. Not only will candidates show the usefulness of the contribution of the Marxist views but will consider their weaknesses by the juxtaposition of other theories. Evaluation in this mark band may be implicit.

Band 4 13-16

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.

Page 11	Mark Scheme	Syllabus	Paper
	A LEVEL – NOVEMBER 2004	9699	3

- 9 (a) Describe, with examples, the types of conflict that may occur in organisations. [9]

Band 1 0-3

In this mark band candidates will either offer weak examples of types of conflict or describe the causes of such conflicts.

Band 2 4-6

The candidate will offer at least two examples of conflicts as well as a description of the nature of conflict but one of these elements will be partial.

Band 3 7-9

In this mark band the candidate will offer at least two specific examples of conflicts at least one of which is an industrial conflict as well as a clear outline of the different ways in which industrial conflict can occur. Evaluation is not necessary to enter this mark band or to receive full marks.

- (b) 'Bureaucracy is the most efficient type of organisation.' Evaluate this view. [16]

Band 1 0-4

In this band candidates are likely to offer descriptions of bureaucratic organisations without reference to their levels of efficiency.

Band 2 5-8

Candidates are likely to either argue that bureaucratic organisations are/are not efficient and support their answers with reference to such key thinkers as Weber or Gouldner. If both are referred to then one will be partial but mark the candidate at the top of the range.

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. Both the efficiency of bureaucracies and the difficulties associated with them will be outlined and these arguments will be supported with theoretical and empirical data such as that of Blau, Michels and Roth. Evaluation in this mark band may be implicit.

Band 4 13-16

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.

Page 12	Mark Scheme	Syllabus	Paper
	A LEVEL – NOVEMBER 2004	9699	3

- 10 (a) Describe, with examples, the difficulties involved in measuring unemployment levels. [9]

Band 1 0-3

In this band the answers are likely to outline the problems faced by the unemployed or the way in which unemployment is measured rather than the problems involved in gaining the statistics.

Band 2 4-6

In this band the candidate will answer by outlining one or two of the problems involved but these will be partial in some way.

Band 3 7-9

The candidate will outline and show clear understanding of the problems involved in gathering accurate unemployment statistics. They may make useful reference by comparing statistics gathered by government agencies and trade unions. Evaluation is not necessary to enter this mark band or to receive full marks.

- (b) 'Unemployment is a necessary and inevitable part of modern industrial society.' Evaluate this view. [16]

Band 1 0-4

In this mark band the candidates are likely to offer a straightforward acceptance or rejection of the proposition.

Band 2 5-8

The view that unemployment is either a necessary adjustment to market forces or a tool of ruling class domination will both be outlined but one will be partial.

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. Candidates will show a clear understanding of both views of the role of unemployment in capitalist society and use can be made of unemployment amongst different groups and regions. Evaluation in this mark band may be implicit.

Band 4 13-16

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.

Page 13	Mark Scheme	Syllabus	Paper
	A LEVEL – NOVEMBER 2004	9699	3

- 11 (a) Describe, with examples, the ways that the state may influence the content of the mass media. [9]

Band 1 0-3

In this mark band the candidate will offer one or two weak links between the state and the content of the mass media.

Band 2 4-6

In this band the candidate will show that the media may be influenced by the state and also that there may be independent action.

Band 3 7-9

Candidates will offer a clear outline of the way in which the state may/may not influence the contents of the mass media. Evaluation is not necessary to enter this mark band or to receive full marks.

- (b) 'The contents of the mass media reflect the norms and values of the wider society.' Explain and assess this view. [16]

Band 1 0-4

Answers that outline the norms of societies or either accept or reject the proposition without support should be placed here.

Band 2 5-8

Candidates who either argue that the media reflect norms or create them but support their answers with theoretical/empirical data should be placed here. If they include both but one is partial then they should be placed towards the top of the band.

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. Both the pluralist view of the media as a reflection and conflict theory that the media is a form of ideological control and support their answers with theoretical and empirical control should be placed here. Useful reference can be made to such key thinkers such as Philo and Hartmann and Husband. Evaluation in this mark band may be implicit.

Band 4 13-16

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.

Page 14	Mark Scheme	Syllabus	Paper
	A LEVEL – NOVEMBER 2004	9699	3

- 12 (a) Describe, with examples, the problems faced by sociologists in researching the effects of the mass media on audiences. [9]

Band 1 0-3

In this band the candidate is likely to offer one or two weak examples of the problems or will ignore the problems involved and concentrate on the effects of the media on audiences.

Band 2 4-6

Answers that concentrate on the problems faced in researching the effects of the media on audiences but this will be partial in some way.

Band 3 7-9

A clear understanding of the problems faced by researchers in investigating the way that the media effects the audience should be placed here. Evaluation is not necessary to enter this mark band or to receive full marks.

- (b) Evaluate the usefulness of cultural effects theories in understanding the influence of the mass media on audiences. [16]

Band 1 0-4

A partial description of the theory should be placed here, likewise a straightforward acceptance or rejection of the usefulness of the theory.

Band 2 5-8

Answers that either accept or reject the usefulness of the theory and support their answer with theoretical/empirical data should be put here. If both sides of the debate are offered but one is partial then they should be placed at the top of the band.

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. Both the strengths and weaknesses of cultural effects theories will be outlined and supported and useful reference could be made to such key thinkers as McQuail, Cohen, Butcher and Katz and Lazarsfeld. Evaluation in this mark band may be implicit.

Band 4 13-16

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.