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CAMBRIDGE
INTERNATIONAL EXAMINATIONS

June 2003

GCE A AND AS LEVEL

MARK SCHEME

MAXIMUM MARK: 50

SYLLABUS/COMPONENT: 9699/01

SOCIOLOGY
Paper 1 (Essay 1)

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Section A

1. Assess the view that sociological research can and should be value free.

0-6 A few basic points demonstrating some awareness of what is meant by the question would merit 2 or 3 marks. Better answers at this level might, for example, offer a few simple observations about the role of values in sociological research.

7-12 Answers will demonstrate some basic awareness of the idea that sociological research may be shaped, to some greater or lesser extent, by supposedly subjective factors such as values and ideological position. Better answers at this level might include some relevant examples, such as the role of socialist values in Marxist theory and the political commitment to sexual equality that underpins feminist contributions to sociology. The overall analysis, however, will be weak, and possibly characterised by some confusion and inaccuracy.

13-18 There will be a sound and reasonably detailed discussion of the links between values and sociological research. This may be presented in a rather mechanical and pedestrian way, particularly at the lower end of the mark band. However, some attempt will be made to answer the question as set, though the distinction between 'can' and 'should' may not be addressed.

19-25 Answers at this level may be based on a well-informed and incisive critique of different sociological perspectives on the issue of value freedom. Another approach might be to question the concept of objectivity in sociological enquiry, noting the supposedly inevitable intrusion of values in the research and reasoning processes. Clear, incisive analysis directly linked to the question is to be expected at this level. Good answers will also reach plausible, well-formulated conclusions. At the higher end of the band, candidates will address directly the distinction between 'can' and 'should'.

2. Assess the view that the concept of childhood is socially constructed.

0-6 A few basic, broadly sociological points about childhood, perhaps focusing on the role of socialisation, would merit a few marks. Better answers would demonstrate a glimmer of understanding that childhood takes variable forms across place and time, while providing little development of the point.

7-12 Answers will demonstrate, possibly indirectly through the use of examples, an understanding that childhood is not a fixed category with equal application to all societies. Better answers might include a basic version of Aries' research findings and/or reference to cross-cultural variations in the treatment of children. There will be little or no assessment at this level.

13-18 Answers will demonstrate a clear understanding of the view that the concept of childhood is socially constructed. A basic attempt will be made to assess the view. This might take the form of presenting a

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range of evidence in support of the claim that the concept of childhood is socially constructed, implying or stating that the weight of evidence therefore confirms the validity of the claim. A better answer might also consider the grounds for the alternative view, i.e. that childhood is, to some greater or lesser extent, shaped by factors that are not culturally relative or socially determined. However, this is more likely to be a feature of answers in the next band.

19-25 Answers will demonstrate a balanced and incisive understanding of the arguments in favour of viewing childhood as a socially constructed reality. The assessment will be incisive and sustained. It may include some attempt to consider alternative views of childhood. For example, it can be argued that sociologists have exaggerated the evidence in support of the view that the concept of childhood is socially constructed. Historical and cross-cultural studies reveal some similarities, as well as some differences, in the behaviour and treatment of young people. The quality of the evidence on both sides of the argument may be questioned – many historical sources are unreliable; cross-cultural studies may reflect the bias and presuppositions of the researcher, etc.

Section B

3. Compare the advantages and limitations of *overt* participant observation and *covert* participant observation.

0-6 Answers at this level may rely on a few basic points about participant observation in general with few, if any, links to the overt/covert distinction.

7-12 A good general account of the strengths and limitations of participant observation, with little reference to the covert/overt distinction, could merit up to 9 marks. Better answers will make a concerted attempt to address the question as set, albeit that at this level the discussion will be basic and may contain some inaccuracy and/or misunderstanding. As ever, the use of appropriate examples is to be rewarded.

13-18 Answers will demonstrate a sound understanding of the advantages and limitations of overt and covert participant observation. However, the evaluation may be weak, particularly at the lower end of the band, and answers are likely to take a rather basic form.

19-25 A balanced and detailed account of the advantages and limitations of both types of participant observation. The analysis will cover both practical and theoretical considerations, although not necessarily with equal emphasis. The evaluation will be explicit and sophisticated, particularly at the top of the band, and will lead to plausible, well-reasoned conclusions.

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4. Assess the usefulness of questionnaires and interviews in terms of the concepts of validity, reliability, objectivity and representativeness.

0-6 At this level, we can expect general accounts of one or both of the specified research methods. References to the concepts listed in the question will be limited and/or inaccurate.

7-12 Both specified research methods will be considered, although not necessarily with equal emphasis. A few basic points about the usefulness of the methods will be proffered, with some links to one or more of the concepts specified in the question. At the top of the band answers will demonstrate a reasonably accurate understanding of at least two of the concepts.

13-18 Sound coverage of the specified research methods, with a concerted attempt to discuss their usefulness in terms of the concepts specified in the question. At the top of the band, answers will demonstrate sound understanding of the four concepts – validity, reliability, objectivity and representativeness.

19-25 A good understanding of the specified methods and their strengths and limitations in relation to the specified concepts. The evaluation will be detailed and sustained, demonstrating sophistication in handling complex theoretical issues. Good use of examples from studies may be another feature of answers at this level, though this is not essential to achieve top marks.

Section C

5. Assess sociological explanations of the relationship between occupation and social class.

0-6 A few simple points about the links between occupation and social class could justify a mark in the middle-to-top of this band. Answers at this level are likely to rely on assertion and commonsense reasoning rather than sociological evidence and analysis.

7-12 The answer will have a discernible structure and some effort will be made to answer the question as set. We can expect a largely descriptive treatment of the issues at this level; however, answers are likely to lack theoretical sophistication. One approach might involve outlining different ways in which an individual's or group's occupation influence their social class position. Alternatively, or alongside this, consideration might be given to the influence of social class background on employment opportunities and social mobility.

13-18 Answers at this level may utilise relevant sociological theories, possibly with some references to the classical thinkers – Marx, Weber, etc. – and/or more recent contributions from sociologists such as C. Wright Mills, Parkfin, Lockwood, Giddens, Althusser, postmodernists, etc. This may be mixed with a discussion of appropriate empirical evidence and analysis. At the top of the band answers will provide an explicit assessment of some relevant explanations, though this may lack some sharpness and insight.

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19-25 A number of appropriate explanations will be identified and discussed. At the top of the band consideration will be given to both sides of the relationship between occupation and social class, i.e. occupation as a possible key to social class position, and social class background as a determinant of employment opportunities. Answers that intelligently question the importance of occupation in class analysis are to be rewarded; for example, this might take the form of a Marxist or postmodernist critique of the Weberian tradition in class analysis. The assessment at this level will be well informed and incisive.

6. To what extent can gender inequality be explained in terms of the concept of patriarchy.

0-6 Understanding of the concept of patriarchy is likely to be extremely simplistic at this level. We might expect a few general points about gender inequality, with little or no attempt to explain the phenomenon.

7-12 Answers will demonstrate a basic understanding of the concept of patriarchy, though the term itself might not actually be used. A typical answer at this level might comprise a largely descriptive account of the concept of patriarchy – possibly focusing on the family – and its links with gender inequality. At the top end of the band there may be some analysis, though it is likely to be very simplistic.

13-18 A sound understanding of the concept of patriarchy and its possible links with gender inequality. At the top end of the band, answers will begin to explore different forms of gender inequality – economic, political, cultural, symbolic, etc. – and/or different places in which it occurs: family, work, media, leisure, politics, etc. Some attempt will be made to assess the importance of the concept. This may be through, for example, a critique of feminist perspectives and/or a consideration of alternative explanations of gender inequality in general or in particular manifestations. At the top end of the band, the assessment will be explicit and quite well informed.

19-25 Answers at this level will include all of the qualities specified for the previous mark band. The assessment, however, will be incisive and sustained. The sophistication of the assessment may be evident in the intelligent handling of appropriate theoretical issues and/or the analysis of different dimensions of gender inequality. The conclusions reached will be plausible and well formulated, particularly at the top of the band.

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INTERNATIONAL EXAMINATIONS

June 2003

GCE A AND AS LEVEL

MARK SCHEME

MAXIMUM MARK: 50

SYLLABUS/COMPONENT: 9699/02

SOCIOLOGY
Paper 2 (Data Response)

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1. Social control is a term widely used in Sociology to refer to the processes by which the behaviour of individuals or groups is regulated. Since all societies have norms and rules governing conduct, all have some mechanisms for ensuring conformity to those norms and for dealing with deviance. Social control is consequently a widespread feature of society.

Sociologists study social control in order to understand its precise nature and to identify the mechanisms at work in particular social contexts. They often distinguish between two methods of ensuring conformity: formal and informal control.

(a) Distinguish between formal and informal social control.

(2)

Two marks for a clear understanding of the two concepts; one mark for an answer that is correct in part, or shows limited understanding of the difference between the two concepts.

(b) Describe two means of informal social control.

(4)

One mark for each appropriate means of social control (2 marks). The other marks are to reward the clarity and detail of the descriptions offered.

(c) In whose interests does social control operate?

(9)

0-5 Answers may be rather skeletal, perhaps little more than a list of individuals/groups who may benefit from social control. At the top of the band, answers may also provide a bit of relevant discussion and sociological insight.

6-9 An awareness of appropriate theoretical issues is likely to be a characteristic of answers at this level. For example, candidates may discuss the contrasting claims of the functionalist and Marxist perspectives on social control. Answers at the top of the band will handle the theoretical material with sophistication; for example, they might distinguish different strands in the Marxist analysis of social control and/or note the similarities as well as the differences between the functionalist and Marxist perspectives. A sophisticated discussion of the question that excludes references to theories could achieve high marks if it demonstrates good sociological understanding and insight.

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(d) 'Most individuals or groups are powerless to resist the processes of social control.' Discuss.

(10)

0-4 A few commonsense ideas, poorly expressed, might be a feature of answers at this level. There will be little or no understanding of the issues raised by the question.

5-7 Answers will be mainly descriptive at this level, possibly outlining the processes of social control and illustrating – perhaps by implication – the difficulties individuals and/or groups face in resisting these processes.

8-10 Answers will demonstrate appropriate analytical and evaluation skills at this level. One approach would be to explore the reasons why individuals and/or groups may find it difficult to resist the processes of social control. Another approach would be to question the extent to which the proposition in the question is true. This might involve discussing examples of non-conformist behaviour – youth cultures, cults, resistance movements, etc. – and/or exploring relevant theoretical debates such as Dennis Wrong's critique of Sociology in terms of the 'over-socialised' concept of man. Answers at the top of the band will reach well-reasoned and well-informed conclusions.

2. A survey is any systematic collection of facts about a defined social group known as the sample. There are three main types of sample survey used by sociologists:

1. *Cross-sectional studies*. A study of a representative cross-section of the population at any particular time. To achieve a representative sample the sociologist can use various sampling methods.
2. *Case studies*. These involve the detailed examination of a single institution, community, social group, or individual.
3. *Longitudinal studies*. These are studies with the same individuals or groups conducted over an extended period of time.

(a) What is meant by the term *representative sample*?

(2)

A sample of people who are a microcosm of the wider society. Two marks for a clear, accurate definition. One mark for a response that has some merit.

(b) Describe **two** methods of sampling that are used by sociologists.

(4)

One mark for mentioning an appropriate sampling method (to 2 marks). The other marks are available to reward the clarity and depth of the descriptions offered.

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(c) Discuss the strengths and limitations of longitudinal studies.

(9)

0-5 At the lower end answers will demonstrate only very limited understanding of longitudinal studies. Better answers in this band will make a range of basic points about the strengths and/or limitations of this type of survey.

6-9 A range of strengths and limitations will be identified. The assessment will be explicit and sustained. There will be reference to practical and theoretical issues in discussing the strengths and limitations of longitudinal studies. References to relevant longitudinal studies should be rewarded, though such references are not essential to reach the top marks.

(d) Assess the practical and theoretical factors that may influence a sociologist's choice of survey method.

(10)

0-4 Answers here are likely to be descriptive and focused mainly on the practical factors that may influence the choice of survey method(s).

5-8 There will be a basic attempt to discuss both the practical and theoretical factors, though not necessarily with equal emphasis. Answers at the top of the band may begin to provide an assessment of the relative importance of these factors.

9-10 The assessment will be accurate and sustained. It is likely to be characterised by sophistication in handling relevant theoretical issues such as validity, reliability, values, and the positivist/interactionist debate.

3. The idea that there is a working class distinct from the rest of society has been questioned by a number of sociologists from different theoretical perspectives. Some have written about a process of 'embourgeoisement' taking place. Others have suggested that the working class has 'decomposed' into a number of separate groups. Against such views, however, we should take account of the theory of proletarianisation, which suggests that the working class is actually expanding and growing in importance. We should also consider the empirical evidence about continuing social inequalities in modern industrialised societies. But we must be wary of seeing the working class as a single homogeneous group; if the working class exists today, it contains many divisions and differences of interest.

(a) What is meant by the term 'embourgeoisement'?

(2)

Embourgeoisement is the process by which middle class aspirations and a middle class standard and style of life become institutionalised among the

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working class. Two marks for a clear, accurate definition. One mark for a definition that has some merit.

(b) Describe **two** examples of social inequality.

(4)

Appropriate examples might include: differences in income and wealth; differences in access to education, housing, health care and other social benefits; discrimination on the basis of sex, ethnicity, disability, age, etc., may also form the basis of social inequality. 2 x 2 marks.

(c) Identify and account for the main divisions within the working class.

(9)

Various factors may be the source of divisions within the working class: skill differentials; type of employer – public/private, multi-national/small or medium size firm; rural/urban employment; housing sector; ethnicity; gender; age; political attitudes; unionisation; lifestyle; etc.

0-5 A basic description of some relevant divisions could be worth 3 to 4 marks. Answers at this level will lack depth and are likely to be one-dimensional, failing to recognise that there are different interpretations of where the divisions within the working class occur.

6-9 Relevant divisions will be identified and explained in reasonable depth or alternatively a wide range of relevant divisions will be discussed in less depth. Better answers may consider contrasting perspectives on the nature and form of the divisions within the working class. Questioning the extent and/or significance of these divisions may be another feature of high quality answers.

(d) Assess the claim that the working class is expanding and growing in importance in modern industrial societies.

(10)

0-4 At this level we might expect just a few commonsense points about whether or not the working class is expanding. There will be little or no evidence of appropriate sociological knowledge or awareness of the relevant debates.

5-7 The discussion may be rather elementary and possibly it will rely on somewhat dated material – proleteriansiation theory, embourgeoisement, Braverman and deskilling, etc. – to contextualise the debate about the size and importance of the working class today. Better answers will have a clear, well-defined line of argument that is supported by the use of relevant evidence. However, the discussion will lack depth and may be rather one-dimensional in failing to consider a range of relevant perspectives and issues.

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8-10 The notion that the working class is expanding and growing in importance will be contextualised and a concerted effort will be made to assess this claim. Answers at the top of the band will address a range of relevant sociological perspectives and ideas, including possibly the postmodernist arguments about the irrelevance of class analysis in postmodernity. Answers that focus more on assessing appropriate empirical evidence – such as data on social inequality and the distribution of power – can also reach the top of the band if done very well.

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CAMBRIDGE
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June 2003

GCE A AND AS LEVEL

MARK SCHEME

MAXIMUM MARK: 75

SYLLABUS/COMPONENT: 9699/03

SOCIOLOGY
Paper 3 (Essay 2)

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1 (a) Describe, with examples, the variety of households that may be found in societies

9 marks

0-3 Limited grasp of the nature of household structures. Answers may be limited to weak definitions of nuclear and extended family types with no reference to examples or explanation as to the nature of households.

4-6 Candidates begin to offer a more detailed description of households and offer appropriate examples selected either from existing or extinct societies. More than one structure should be explained to enter this band; one of the descriptions may be weak.

7-9 Candidates offer a clear description of household structures, demonstrating by use of appropriate examples a detailed knowledge; they must demonstrate an understanding of the wider definition of household to that of family. If this is well done, full marks may be awarded but evaluation need not be included to achieve this level.

1 (b) Evaluate the claim that the nuclear family is of declining importance in modern societies

16 marks

0-4 In this band, answers are likely to disagree with the proposition and follow a classical Functionalist view that pre-industrial/traditional societies are extended whilst modern ones are nuclear. If key thinkers are referred to, they are likely to be limited and may be irrelevant. In this mark band there will be no useful evaluation.

5-8 Answers will include more reference to appropriate materials and may begin to evaluate the claim by arguing with the contention. In this band this is likely to be by example, i.e. the existence of nuclear families in the past and other types of family structure in the present, rather than by the specific evaluation of theories such as that of Parsons.

9-12 Answers show a thorough understanding of the question and offer a good range of material such as the work of Anderson and Laslett, as well as Wilmott and Young, Rosser and Harris, Parsons, Sussman and Burchinal, Litwak, etc. The notion of diversity both in the past and present may be explored. Candidates may also consider the alternatives to the family that exist in modern societies as a way to show the diminishing importance of the nuclear family. At this level evaluation may be implicit.

13-16 Knowledge will be applied with a high degree of accuracy showing a careful analysis of the work referred to and an evaluation that will be detailed and lead to a balanced conclusion.

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2 (a) Describe, with examples, the major trends in marriage and divorce over the last 100 years.

9 marks

0-3 A limited grasp of the trends with a vague reference to time scales. There may be reference only to marriage or divorce with no reference to examples.

4-6 Candidates begin to offer a more detailed description of the trends in marriage in different societies and begin to describe the changes that have occurred in divorce patterns. Examples from specific societies may be included but these may be partial in some respects.

7-9 Candidates will offer clear descriptions of both. At the top end of the range they will show how divorce has allowed remarriage and how this has replaced death as the cause of second marriages. If this is done well full marks may be awarded but evaluation need not be included to achieve this.

2 (b) Assess the extent to which the changes that you have outlined in (a) reflect the changing status of women in society.

16 marks

0-4 In this band, answers are likely to be descriptive of changing conjugal roles and not to look at other aspects of changing female status. If key thinkers are referred to, it will be in a limited way. In this mark band there will be no useful evaluation.

5-8 Answers begin to include more references to appropriate material such as the variety and changing status of females and begin to consider the implications of these changes on society, for example on the nature of the workforce and divorce. In this mark band the candidate is likely to accept the proposition uncritically and to see the change in status within marriage as the key.

8-12 Answers show a thorough understanding of the question and offer a good range of material such as the work of the feminist writers. At the top end of the band candidates may well interrogate issues of power in relationships and consider, for example, the changing legal and employment status of women to analyse where the change began. At this level evaluation may be implicit.

13-16 Knowledge will be applied with a high degree of accuracy showing a careful analysis and evaluation of the work referred to; at the best this will be detailed leading to a balanced conclusion.

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3 (a) Describe, with examples, the patterns of educational achievements of ethnic minorities.

9 marks

0-3 Candidates who offer only 1 or 2 appropriate examples of these influences should be marked at this level.

4-6 Candidates who begin to classify reasons for educational achievement as factors within school and those without should be marked at this level. One or both of these may be partial at this level and there will be omissions.

7-9 At this level, both factors will be explained in depth demonstrating good understanding. Candidates will show that there are some ethnic minorities that 'over achieve' compared to norms. At the top of the level candidates will offer research to support their answer but this need not be evaluated to receive full marks.

3 (b) Assess the factors that may explain differences in the educational achievements of ethnic minorities.

16 marks

0-4 In this band, candidates are likely to confine their answers to one or two factors and to rely on material that applies only to one society. In this mark band there will be no useful evaluation.

5-8 Answers begin to include more references to appropriate material and may begin to distinguish between such factors as racism and class position. In this mark band candidates are likely to make implicit rather than explicit evaluation.

9-12 Answers show a thorough understanding of the question and offer a good range of material that clearly show the factors that impact on the educational achievements of ethnic minorities in society. At the top of the band candidates will be more discriminatory about the achievements of ethnic minorities and will not refer to them as one social group. Answers that show a detailed understanding of a variety of educational achievements between different ethnic groups will be credited. At this level evaluation may be implicit.

13-16 Knowledge will be applied with a high degree of accuracy, showing a careful analysis of the work referred to, and a detailed evaluation leading to a balanced conclusion will be presented.

4 (a) Describe the process of labelling in education.

9 marks

0-3 Candidates who offer a definition of labelling or who give one or two weak examples should be marked in this band. There may be some

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confusion between labelling in general and specific reference to the labelling process in education.

4-6 Candidates need to clearly show that they are making reference to the labelling process within education and not produce an answer that is confused with labelling in general. Examples taken from the study of deviance can gain credit as long as it is clear that this is in support of a description of the process within education.

7-9 Candidates who offer a detailed explanation of the process showing clear understanding should be marked at this level. There may be reference to the key thinkers such as Bowles and Gintis as well as Rosental and Jacobsen amongst others. If this is done well with good use of examples full marks may be awarded but an evaluation is not necessary to achieve this.

4 (b) Assess the Functionalist view that education in modern industrialised societies is based on meritocracy principles.

16 marks

0-4 In this band, answers are likely to accept the proposition uncritically and offer a Functionalist analysis of western educational systems. These descriptions may well be positive and full of praise for what these systems can achieve. In this mark band there will be no useful evaluation.

5-8 In this mark band, candidates need to begin to show that other views exist on the nature of education systems in democratic societies. This will probably refer to the classic Marxist view but equal credit can be given for reference to any other relevant theory on education.

9-12 Answers that demonstrate a thorough understanding of the question and offer a good range of material should be placed in this mark band. This should include not only the classical Marxist and Functionalist views but at the top of the band should also make appropriate reference to Interactionist/Feminist studies. At this level evaluation may well be somewhat limited to the juxtaposition of the different ideas, as opposed to explicit evaluation but the candidate will have shown interpretation by their selection of material. Material referred to may range from the proto-Marxist view of ruling class domination to the Functionalist one of meritocracy, supported by key thinkers. At this level evaluation may be implicit.

13-16 Knowledge will be applied with a high degree of accuracy showing a careful analysis of the work referred to and an evaluation that at the best will be detailed and lead to a balanced conclusion.

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5 (a) Describe two sociological explanations for the continuing existence of religious observance in society.

9 marks

0-3 In this mark band, the candidate offers no sociological explanation based on theory but one based on the continuation of religion in societies. On the other hand, they may write a definition of religion as evidence for its continuation or make slight reference to one theory. This may be supported by examples from specific societies.

4-6 Candidates begin to offer a more detailed explanation and give clear reference to two recognisable theories, one of which will not be as coherently explained as the other.

7-9 Candidates offer a clear description of two theories and display detailed understanding. If this is well done full marks may be awarded but evaluation need not be included to achieve this level.

5 (b) How valid is Weber's claim that 'scientific rationality will replace religious ideology in modern industrial societies?'

16 marks

0-4 In this band, candidates are likely to either agree or disagree with this proposition. Answers will be limited and offer only one or two weak, possibly dated examples. Any theoretical points may well be by implication rather than by name.

5-8 Answers include more reference to appropriate material and may begin to evaluate by assessing the contention. In this band this is likely to be by example rather than by evaluation of specific theories such as Functionalism or Marxism which may be referred to implicitly rather than by name.

9-12 Answers in this band show a thorough understanding of the question and offer a good range of material such as Marxist explanations of continuing ruling class domination of ideology, Comte's or Weber's views of the development of scientific rationalism. At this level evaluation may well be implicit.

13-16 Knowledge will be applied with a high degree of accuracy showing a careful analysis of the work referred to and an evaluation that at its best will be detailed and lead to a balanced conclusion. Specific reference to either Weber or his theories is not an essential part of a good answer.

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6 (a) Describe the changing nature of religious power in societies.

9 marks

0-3 Candidates who offer only one or two relevant points, which may be confused/describe different religious systems, should be marked here.

4-6 Candidates begin to identify the nature of religious power and describe how it has changed. In this mark band their account will probably outline a straightforward decline in religious power. At this level there will be omissions.

7-9 Candidates show a range of ways in which religious power (social or political) has changed but in this mark band this change will be seen as both weakening and increasing power. At the top end of the band religious systems other than Christian will be included. If this is well done, full marks may be awarded but evaluation need not be included to achieve this level.

6 (b) Assess the validity of the secularisation thesis.

16 marks

0-4 In this mark band, candidates are likely to describe the thesis. They may offer definitions of it but this alone will restrict the candidate to this level.

5-8 Answers begin to offer a fuller explanation and will begin to include a range of data that both supports and disputes the existence of secularisation. Both aspects will not be given equal treatment in this mark band.

9-12 Answers show a thorough understanding of the question and offer a good range of materials such as that of Shiner, Martin, Wilson, Berger and others. In this band candidates may well interrogate the meaning of secularisation and explore the way in which data is gathered. At this level evaluation may well be implicit.

13-16 Knowledge will be applied with a high degree of accuracy showing a careful analysis of the work referred to and an evaluation that at its best will be detailed and lead to a balanced conclusion.

7 (a) Describe the influence of 'moral panics' on levels of crime.

9 marks

0-3 Candidates may attempt a definition of moral panics. Any links between these and levels of crime may be misleading or inaccurate.

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4-6 To enter this band, candidates need to show how panics can lead to apparent or actual changes in levels of crime. This explanation may be partial and the examples, if used, may be weak or inaccurate.

7-9 Candidates need to display both good knowledge and understanding of the meaning of the concept and give appropriate examples that show how the process operates. The best candidates will select several appropriate examples such as Young to demonstrate this. If this is well done 9 marks should be awarded; evaluation is not needed to achieve this.

7 (b) 'Levels of crime reflect levels of deviance'. Evaluate this proposition.
16 marks

0-4 In this mark band, candidates are likely to offer an uncritical yes. If an attempt is made to differentiate between the two, it will be muddled. In this mark band candidates are likely to see the concepts as interchangeable and there will be no useful evaluation.

5-8 Candidates in this level will begin to differentiate clearly between the two concepts. They will make clear reference to the legal status of crime and its changing nature. In this mark band, candidates may still be largely uncritical and not see crime as a social construction of the most powerful groups that is based on society's understanding of deviance.

9-12 Answers show a thorough understanding of the question and offer a good range of material applied appropriately to the question. Candidates will need to consider a range of factors that influence the level of crime as well as juxtapose those factors with the forces of social control. They may include how deviant acts can be labelled as criminal as well as those that do not. The range of theories and data that is available is vast but could include such writers as Cohen, Merton, Box, Chambliss Young and Pearce. At this level evaluation may be implicit.

13-16 Knowledge will be applied with a high degree of accuracy showing a careful analysis of the work referred to and an evaluation that at the best will lead to a detailed and balanced conclusion.

8 (a) Explain why females appear to commit fewer crimes than males.
9 marks

0-3 Candidates whose answers are limited to one factor, and to weak or limited examples, such as socialisation, will be limited to this band. Examples that are used may be misleading or inaccurate.

4-6 Candidates begin to offer a more detailed description of the factors that effect female crime statistics. There is use of some appropriate examples or reference to some key thinkers such as Smart, etc. If both of these aspects are covered, even if one is weak, they may be marked at the top of the band.

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7-9 Candidates offer a detailed and balanced explanation of the meaning of the statistics using examples. At the top end of the level reference may well be made to the social position of women as well as that of men and the limitations of statistics. If this is done well then full marks may be awarded but evaluation is not necessary to achieve this.

8 (b) Assess the view that working class males are more likely to commit deviant acts than others.

16 marks

0-4 At this level, candidates are likely to argue that it is an accurate explanation. Answers are likely to be in the form of a list and if key thinkers are referred to they are likely to be either limited and or dated. In this mark band there will be no useful evaluation.

5-8 In this mark band, candidates are still likely to agree with the proposition but to show a more developed evaluation with the use of supporting data. There may be a heavy reliance on the work of Merton and other such theorists who look at social position, although at the top end of the mark band candidates may begin to introduce other theories but fail to develop any evaluation.

9-12 Answers which show a thorough understanding of the question and offer a good range of materials will be placed here. Candidates will have considered the weaknesses of the proposition as well as its strengths. A range of Marxist evidence is likely to be offered to dispute the statement, such as Sutherland, as well as an exploration of the nature and extent of white-collar crime. Another useful area could be that of the way in which the forces of social control define crime and make it a working class activity. Candidates may also usefully explore the connections between class, ethnicity and gender and crime although these are not an essential component of this question. At this level evaluation may be implicit.

13-16 Knowledge will be applied with a high degree of accuracy showing a careful analysis of the work referred to including an evaluation, which at its best will lead to a detailed and balanced conclusion.

9 (a) Describe, with examples, how the position of ethnic minorities in paid employment has changed in the last 100 years.

9 marks

0-3 Answers that show limited grasp of the nature of the labour market and may be limited to descriptions of employment rather than the position of the ethnic minorities in employment. Examples, if used, may be inappropriate.

4-6 Candidates begin to offer a more detailed description of the labour market and offer some appropriate examples. The position of ethnic minorities within modern societies in employment will be clearly explained and some appropriate examples will be given, but in this

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band these can be general rather than specific. Marks within the level will be awarded by the quality of the examples offered.

7-9 Candidates offer a clear explanation showing, by appropriate use of examples, a thorough knowledge of the labour market and how the position of minorities has changed. There should be some reference to social and legal changes as well as levels of skill within these groups. Candidates who make reference to the continuing poor educational levels and occupations of some groups as compared to others [including some minority groups] with specific examples should be put in this band. Appropriate reference to unemployment could be made but this is not an essential part of this question. Evaluation is not a necessary component of an answer to achieve full marks.

9 (b) Assess the social consequences of the changes in employment for ethnic minorities over the last 100 years

16 marks

0-4 In this band, answers are likely to offer a list of assumed/real changes in ethnic minority employment patterns. These may be generalised and see the ethnic minorities as an isolated group and/or be very vague about which society is being referred to. There will be no explanation of the social consequences of these changes. In this mark band there will be no useful evaluation.

5-8 Answers include more reference to appropriate materials and begin to show that there is more than one ethnic group and that the consequences will be different at certain times and places. In this mark band there will be some awareness of the changes and their impact on societies. Most candidates will focus on the lowly position that these groups tend to occupy and the negative consequences for society.

9-12 Answers show a thorough understanding of the question and offer a good range of material and the consequences, which will be seen as complex and linked to social and legal changes. Key thinkers such as Rose and Macintosh and Smith as well as others may be included. Answers at the top of the range will consider not only what effect changes in employment have on relations in work but also how this promotes social change and whether this will be a liberating or a stultifying process. At this level evaluation may be implicit.

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 will be detailed and lead to a balanced conclusion.

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10 (a) Explain the nature of work and what differentiates it from other activities.

9 marks

0-3 Answers may attempt weak definitions of the nature of work or describe 1 or 2 features of it. No appropriate reference is made to non-work activities. Examples, if used, may be inappropriate or misleading.

4-6 Answers that offer a fuller explanation of the nature of work and make some attempt to differentiate it from non-work activities will be in this band. This will also be the case for those who describe non-work in detail with little mention of work.

7-9 Candidates offer an explanation of the nature of work and show a detailed understanding of the differences between it and non-work. At the top of the mark band the differences between the different types of non-work activities will be explored. Evaluation of these different explanations is not necessary to achieve full marks.

10 (b) Assess the extent to which satisfaction from work is gained in modern societies

16 marks

0-4 In this mark band, candidates are likely to either argue that work is or is not satisfying, name jobs that are or are not satisfying and only offer one or two possibly weak examples. In this mark band no useful evaluation will be made.

5-8 Answers include more reference to appropriate materials but the candidates are likely to be still describing work as either satisfying or not. This may be supported by more detail and more appropriate material. At the top of the mark band, there may be reference to such concepts as alienation and theorists such as Parker.

9-12 Answers show a thorough understanding of the question and offer a good range of material. This may well include a consideration of both the levels of satisfaction that the individual can gain from their work as well as levels of dissatisfaction. There will be a consideration of how the nature of work can influence the levels of satisfaction. Such thinkers as Blauner may be used and concepts such as automation, skilling and de-skilling may be referred to. At this level evaluation may well be implicit.

13-16 Knowledge will be applied with a high degree of accuracy showing a careful analysis of the work referred to and an evaluation leading to a detailed and balanced conclusion.

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11 (a) Describe how the processes of selection and presentation of the content of the mass media can influence audiences.

9 marks

0-3 Limited understanding of the concepts shown; answers are likely to be descriptive and concentrate on one process only.

4-6 Candidates begin to give a more detailed description of both selection and presentation but at this level one may be partial and the other incomplete. Some reference may be made to agenda setting/gatekeepers. The two aspects of the question will not be dealt with to the same degree of detail or accuracy.

7-9 Candidates offer a clear explanation of both processes. At the top of the mark level candidates may well offer a range of examples and different theoretical perspectives, to show whether this process reflects or manipulates the audience. Evaluation of these perspectives is not necessary to achieve full marks.

11 (b) Assess the view that the mass media is used as a means of ideological control.

16 marks

0-4 Candidates in this mark band are likely to offer a limited range of knowledge that is not wholly relevant to the question. Alternatively they may accept the proposition uncritically. In this mark band candidates will offer no useful evaluation.

5-8 Answers include more reference to appropriate materials but understanding is still likely to be partial in some respects. A definition of ideological control may be attempted and this can gain credit. Higher marks will be given if reference is made to appropriate conflict theorists. Knowledge may well be presented in the form of a list and if there is evaluation it will be present in the form of different views for which the theorists may or may not be identified.

9-12 Answers show a thorough understanding of the question and offer a good range of materials and candidates show an awareness of the different models available. There will be a clear explanation of the debate between the conflict theorists and the pluralists. Credit can be gained from the correct use of such theorists and the work of key thinkers such as G.M.G., Rosengren and Windal and many others. Also, candidates refer to the concepts of agenda setting and gatekeeping. At this level evaluation may well be implicit.

13-16 Knowledge will be applied with a high degree of accuracy showing a careful analysis of the work referred to and an evaluation leading to a detailed and balanced conclusion.

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12 (a) Describe, with examples, how the mass media stereotypes and labels different groups of people.

9 marks

0-3 Limited understanding of the concepts shown; candidates will concentrate on one of the concepts and examples, if used, will be confusing and inaccurate.

4-6 Candidates begin to give a more detailed description of both concepts and give appropriate examples of at least one of the concepts but in this band the answer will be unbalanced. Stereotypes may well only be seen as negative.

7-9 Candidates offer a complete explanation of both stereotyping and labelling as they apply to the mass media. Answers should be supported by examples of both concepts but evaluation of these perspectives is not necessary to achieve full marks.

12 (b) Assess the view that the mass media is partly responsible for the level of violence in modern industrial societies.

16 marks

0-4 In this mark band, candidates are likely to offer an undeveloped list of the real or supposed effects of the media on violent behaviour. There may be inaccuracies and the inclusion of inappropriate examples. In this mark band the candidate will make no useful evaluation.

5-8 Answers include more reference to appropriate materials. Candidates will either offer a detailed explanation of how the media either does or does not cause levels of violence to change. On the other hand, they may begin to show that the effects are more complex but in a partial or unbalanced way. An answer restricting itself to just one explanation is likely to confine the candidate to the lower end of the mark band.

9-12 Answers show a thorough understanding of the question and offer a good range of material and consider issues of the definition of violence and other cultural factors, as well as the difficulties in gathering data, and its inconclusive conclusions. A consideration of both the direct and the mediated ways in which the media may effect levels of violence can be included but this is not essential to enter this mark band. The research into the links between the media and violence is extensive, for example Halloran and Katz. An alternative that can be examined is the ability of the media to shape our [and those of vulnerable groups like the elderly] perceptions of levels of violence. At this level evaluation may well be implicit.

13-16 Knowledge will be applied with a high degree of accuracy showing careful analysis of the work referred to and an evaluation which will lead to a detailed and balanced conclusion.

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