www.dynamicpapers.com

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. 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 June 2005 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

www.dynamicpapers.com

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.

www.dynamicpapers.com

June 2005

GCE A LEVEL

MARK SCHEME

MAXIMUM MARK: 75

SYLLABUS/COMPONENT: 9699/03

SOCIOLOGY

Social Change and Differentiation

UNIVERSITY of CAMBRIDGE
International Examinations

www.dynamicpapers.com

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.

© University of Cambridge International Examinations 2005

www.dynamicpapers.com

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 and 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.

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**

© University of Cambridge International Examinations 2005

www.dynamicpapers.com

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 that 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 the 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

© University of Cambridge International Examinations 2005

www.dynamicpapers.com

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 may 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

© University of Cambridge International Examinations 2005

www.dynamicpapers.com

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

© University of Cambridge International Examinations 2005

www.dynamicpapers.com

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**

© University of Cambridge International Examinations 2005

www.dynamicpapers.com

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

© University of Cambridge International Examinations 2005

www.dynamicpapers.com

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

© University of Cambridge International Examinations 2005

www.dynamicpapers.com

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

© University of Cambridge International Examinations 2005

www.dynamicpapers.com

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

© University of Cambridge International Examinations 2005

www.dynamicpapers.com

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

© University of Cambridge International Examinations 2005

www.dynamicpapers.com

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

© University of Cambridge International Examinations 2005

www.dynamicpapers.com

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 mark in this band.	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 Gratification's 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

© University of Cambridge International Examinations 2005