

**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**

GCE Advanced Level and GCE Advanced Subsidiary Level

**MARK SCHEME for the May/June 2006 question paper**

**9699 SOCIOLOGY**

**9699/03**

**Paper 3**

**Maximum 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*.

The minimum marks in these components needed for various grades were previously published with these mark schemes, but are now instead included in the Report on the Examination for this session.

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

CIE is publishing the mark schemes for the May/June 2006 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



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## 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.

#### 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.

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**1 (a) Describe, with examples, what is meant by a matrifocal family. [9]**

Band 1: 0-3

Candidates either offer weak examples of a matrifocal family with no definition, or a weak definition with no examples.

Band 2: 4-6

At least one example of a matrifocal family is offered with a limited definition.

Band 3: 7-9

At least two examples of matrifocal families are offered with a comprehensive definition. Evaluation is not necessary to enter this mark band or to receive full marks.

**(b) Evaluate the claim that the nuclear family is universal in modern industrial societies. [16]**

Band 1: 0-4

Candidates may offer definitions of family types; these may be linked to traditional societies with no relevant reference being made to modern societies. Others may well argue that the nuclear family is the most suitable family type for modern societies rather than consider the universal nature of nuclear families. Other answers may offer an unsupported acceptance or rejection of the proposition.

Band 2: 5-8

In this band there will be a relevant understanding displayed on the nature of the universal family. This will either accept or reject the proposition and there may well be a concentration on the work of such key thinkers as Murdock. If the candidates make some reference to the possibility of a debate, then mark 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 possibility of the domination of the nuclear family will be covered as well as the exceptions that do exist. At the top of the band the candidate may well consider the view that the exceptions that do exist are not significant. Reference to such key thinkers as Gough, Sheeran, Callahan and others may be included. 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.

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- 2 (a) Describe, with examples, how the status of the elderly has changed in modern industrial societies.** [9]

Band 1: 0-3

Answers may limit themselves to describing who family members are and may make some reference to demography. There will either be weak examples of the elderly in families or weak descriptions of families but not both.

Band 2: 4-6

Candidates begin to describe the way in which the status of the elderly has changed. There will be at least one appropriate example of the changed status as well a generalised description.

Band 3: 7-9

Candidates will offer both examples of how the status of the elderly has changed; this may be linked to the change in the status of the elderly (this could either be in the family or society), and a generalised description. Reward those who show that there may be variations to the way in which these changes develop. Evaluation is not necessary to enter this mark band or to receive full marks.

- (b) Evaluate the statement that ‘the rising divorce rate is evidence of the increasing unpopularity of marriage’.** [16]

Band 1: 0-4

In this band candidates may well argue that divorce is responsible for the problems of society or may agree or disagree uncritically with the proposition.

Band 2: 5-8

Candidates will argue for or against the proposition and offer examples of how marriage is becoming less popular or for its continuing popularity. This will be supported by some empirical data, such as that of Parsons, or statistical data. If both sides of the argument are identified then one will be limited.

Band 3: 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material and will outline both sides of the debate. There will be the inclusion of a range of key thinkers such as Chester, Fletcher, Chandler or Hart. 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.

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- 3 (a) Describe, with examples, two sociological theories that explain the role of education. [9]**

Band 1: 0-3

In this band candidates may well attempt to describe a school or schools rather than consider the theories of the role of education. Alternatively they may answer in general terms not making it clear which theories are being described.

Band 2: 4-6

Candidates in this band need to be explicit about at least one theory and show how this is linked to the role of education.

Band 3: 7-9

To enter this band then two clearly identified theories have to be shown as well as the role they ascribe to education. The classical Marxist or Functionalist theories are the most likely to be preferred to but any other accurate examples can be used. Evaluation is not necessary to enter this mark band or to receive full marks.

- (b) Evaluate the contribution of feminist theories in understanding the educational achievement of school pupils. [16]**

Band 1: 0-4

In this band candidates may describe the work of some feminist writers rather than consider the way in which their work has added to theory.

Band 2: 5-8

Candidates will show a good understanding of the question and demonstrate that the work of such key thinkers as Stanworth has offered another dimension to a sociological understanding of education.

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 in this band show that they can understand the contribution of such feminist writers as Oakley, Francis and Spender but there will be consideration of the limitations of such 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.

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**4 (a) Describe, with examples, the influence of peer groups on educational achievement.**

**[9]**

Band 1: 0-3

In this band answers are likely to offer a weak description of a peer group or concentrate on the necessity to have good influences in order to do well at school. Others may offer weak examples but they will not do both.

Band 2: 4-6

Candidates in this band will offer an example of a peer group and the influence it may have on educational outcomes whether positive or negative and a weak description or two examples but not both.

Band 3: 7-9

There will be two appropriate examples of the influence of peer groups on educational achievements as well as a general description. Evaluation is not necessary to enter this mark band or to receive full marks.

**(b) Evaluate the view that in modern industrial societies education systems are meritocratic.**

**[16]**

Band 1: 0-4

Answers in this band are likely to accept that meritocracy in education does exist in modern societies and this has positive consequences. Other answers may offer an uncritical acceptance or rejection of the proposition.

Band 2: 5-8

In this band candidates will either accept or reject the proposition but this will be supported with some evidence. The evidence is most likely to rely on the classic Marxist/Functionalist perspectives and if both of these are included then mark 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 argument that education is meritocratic as well as not will be covered with reference to such key thinkers as Davis & Moore, Bowles & Gintis, Keddie and Coard etc. A thorough answer will consider the debate in relation to a range of factors such as class, gender and ethnicity. 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.

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- 5 (a) Describe, with examples, the role that religion may have in promoting social change. [9]**

Band 1: 0-3

Answers in this band may well take the view that religion should or should not influence social change. Others may offer a weak description or a weak example but not both.

Band 2: 4-6

Candidates will either give an example of religion influencing social change and a description of the process but one element will be limited. Or there may be two examples with no description.

Band 3: 7-9

Candidates will offer two appropriate examples of the role of religion in social change as well as an accurate description of the process. Evaluation is not necessary to enter this mark band or to receive full marks.

- (b) Assess the view that religion helps to maintain social order. [16]**

Band 1: 0-4

Candidates who offer an uncritical view that religion maintains social order or not should be placed here. Also place here those candidates that suggest that if adhered to religion could solve the problems of society.

Band 2: 5-8

Candidates who begin to see that there is a debate should be placed here. The most likely answer is one that concentrates on the Marxist/Functionalist/Weberian debate. If this dichotomy is supported by evidence, then place 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 possibility of religion promoting social change as well as maintaining social order will be considered. At the top of the band candidates may well develop a debate based on the more modern key thinkers such as Bruce, Taylor and McGuire as well as considering the meaning of social order from a feminist or a post modern 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.

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6 (a) Describe, with examples, the meaning of denomination with regard to religion. [9]

Band 1: 0-3

Candidates either offer a weak definition of denomination or a weak example but not both.

Band 2: 4-6

In this band there will be either two examples of denominations or one example with a description. One element of the answer will be partial.

Band 3: 7-9

Candidates will offer both two appropriate examples of denominations as well as a definition. Evaluation is not necessary to enter this mark band or to receive full marks.

(b) 'The existence of fundamentalism in many societies means secularisation has failed to take place'. Assess this view. [16]

Band 1: 0-4

In this band there will be an uncritical acceptance or rejection of the proposition.

Band 2: 5-8

In this band the candidate will show that they have a clear understanding of the meaning of secularisation and the debate about its existence or not. At the top of the band there will be a clear consideration of secularisation within fundamentalist societies or sub-cultures.

Band 3: 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material such as that of Shiner, Martin, Wilson, Berger and others. In this mark band candidates will interrogate both the nature of secularisation and fundamentalism. There may also be some discussion of the way in which data is gathered. 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.



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- 7 (a) Describe, with examples, how societal reaction can play a part in creating deviant behaviour. [9]

Band 1: 0-3

Candidates will either offer one weak example of societal reaction or a weak description of the way it can influence deviant behaviour but not both.

Band 2: 4-6

Candidates will either offer one example of societal reaction with a description or two examples but one element of the answer will be less developed than the other.

Band 3: 7-9

Candidates will offer both a description of the way in which societal reaction influences deviant behaviour as well as two appropriate examples. Evaluation is not necessary to enter this mark band or to receive full marks.

- (b) “Society’s responses to crime and deviance serve to reinforce social solidarity”. Assess this view. [16]

Band 1: 0-4

In this band there will be an uncritical acceptance or rejection of the proposition.

Band 2: 5-8

Candidates begin to show an understanding of the theories that account for the existence of criminal and deviant behaviour. Although one may be partial and may be described by implication it will be clear to see at least two sociological theories. There will be a differentiation between crime and deviance.

Band 3: 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. There will be a clear understanding of how social solidarity can be reinforced as well as theories that support social control. Reference to key thinkers such as Durkheim, Merton, Taylor, Cohen and Murray will be made. 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.

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**8 (a) Describe, with examples, the patterns of recorded crime amongst young males. [9]**

Band 1: 0-3

Candidates will either give one weak example of recorded male crime or offer one weak reason why recorded crime is higher but not both.

Band 2: 4-6

Candidates will either give two examples of recorded male crime or one example with an explanation for this but one element of the answer will be partial.

Band 3: 7-9

Answers in this band will have both two appropriate examples of recorded male crime as well as an explanation of this phenomenon. Evaluation is not necessary to enter this mark band or to receive full marks.

**(b) Assess the view that crime in society is a consequence of ideological domination. [16]**

Band 1: 0-4

In this band there will be an uncritical acceptance or rejection of the proposition.

Band 2: 5-8

In this band there will be a clear understanding of the nature of status frustration and the theories of Cohen. This will be set against at least one other theory of the cause of crime in society.

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 how status frustration is one of the theories that accounts for crime but also a range of other explanations. A range of key thinkers such as Hall, Young and Cicourel can usefully be included. 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.

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**9 (a) Describe, with examples, the patterns of inequality in employment. [9]**

Band 1: 0-3

Either a weak explanation of the nature of inequality in employment or a weak example will be offered but not both.

Band 2: 4-6

In this band candidates will either offer two examples of inequality or one example with a description of inequality but one element of the answer will be partial.

Band 3: 7-9

Candidates will offer both two appropriate examples of inequality as well as a description of the nature of inequality in work. Evaluation is not necessary to enter this mark band or to receive full marks.

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

Band 1: 0-4

In this band there will be an uncritical acceptance or rejection of the proposition. Alternatively there may be a list offered of bureaucratic organisations and/or its features.

Band 2: 5-8

Answers will show a more detailed knowledge of the nature of organisations but the answers are likely to offer supported acceptance or rejection of the proposition. At the top of the band they may be seen as efficient but with also having the ability to contain dysfunctions.

Band 3: 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. Answers will not only assess the theories of bureaucratic systems and their weaknesses but they may also look at other management theories. The work of such key thinkers as Weber, Merton, Blau, Burns & Stalker and Buraway may be usefully included. 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.

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

Band 1: 0-3

Either a weak explanation of the difficulties in measuring unemployment or a weak example will be offered but not both.

Band 2: 4-6

In this band candidates will either offer two examples of confusing unemployment statistics or one example with a description of the difficulties involved but one element of the answer will be partial.

Band 3: 7-9

Candidates will offer both two appropriate examples of confusing statistics as well as a description of the difficulties involved in gathering the data. Evaluation is not necessary to enter this mark band or to receive full marks.

**(b) 'Alienation is the result of dissatisfaction at work'. Assess this view. [16]**

Band 1: 0-4

In this band there will be an uncritical acceptance or rejection of the proposition.

Band 2: 5-8

In this band the candidate will show that they have a clear understanding of the meaning of alienation. This will be mainly linked to the question by those aspects of work that cause dissatisfaction. At the top of the band there may be some reference to the work of such key thinkers as Parker.

Band 3: 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. There may be a consideration of both the causes of satisfaction as well as dissatisfaction at work. There will be a consideration of how the nature of work and power in society may influence the levels of satisfaction. Such key thinkers such as Blauner may be used and concepts such as automation, skilling and de-skilling may be referred to. 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.

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- 11 (a) Describe, with examples, the ways in which the mass media create representations of powerless groups. [9]**

Band 1: 0-3

In this band the candidate will either offer a weak example of a representation or a weak description of how these images are created but not both.

Band 2: 4-6

Answers that either offer two examples of media representations or one example with a description of how these images are created should be placed here but one element of the answer will be partial.

Band 3: 7-9

There will be two appropriate examples of media representations as well as an accurate explanation of how the media creates these images. Evaluation is not necessary to enter this mark band or to receive full marks.

- (b) Assess the view that the mass media is a part of the ideological state apparatus. [16]**

Band 1: 0-4

In this band there will be an uncritical acceptance or rejection of the proposition.

Band 2: 5-8

Answers include more reference to appropriate material but understanding is still likely to be partial in some respects. A definition of ideological control may be attempted, if this is linked to the nature of the state then mark at the top of the band. Knowledge may be presented in the form of a list and any evaluation will be in the form of different views.

Band 3: 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. There will be a clear explanation of the debate between the conflict theorist and the pluralists. Credit can be given for the use of such key theorists as G.M.G. Rosengren and Windal and many others. Candidates may also make use of concepts such as agenda setting and gatekeeping but this is not an essential part of this question. 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.

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**12 (a) Describe, with examples, the process of deviancy amplification. [9]**

Band 1: 0-3

In this band the candidate will either offer a weak example of a labelled individual or group or a weak description of how amplification works but not both.

Band 2: 4-6

Answers that either offer two examples of labelled groups or one example with a description of how amplification works but one element of the answer will be partial.

Band 3: 7-9

There will be two appropriate examples that support an explanation of the process of media amplification. Evaluation is not necessary to enter this mark band or to receive full marks.

**(b) 'Media representations produce violent behaviour'. Assess this claim. [16]**

Band 1: 0-4

In this band there will be an uncritical acceptance or rejection of the proposition.

Band 2: 5-8

Answers include reference to appropriate material, the candidates will either be able to offer a supported explanation of how the media may promote violence or not. They may begin to show that the issue is more complex but those answers that limit themselves to one explanation will be at the lower end 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. They 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 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 perceptions of levels of violence. 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.