**CAMBRIDGE INTERNATIONAL EXAMINATIONS**
**GCE Advanced Level**


# MARK SCHEME for the May/June 2013 series


# 9699 SOCIOLOGY

**9699/33**      Paper 3 (Social Change and Differentiation),
               maximum raw mark 75


This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.


Cambridge will not enter into discussions about these mark schemes.


Cambridge is publishing the mark schemes for the May/June 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

**1 (a) (i) Define the term instrumental role.** **[3]**

No attempt to define instrumental role. (0)

Instrumental role defined in a simplistic way such as the dad. (1)

The meaning of instrumental role is further expanded by showing wider understanding such as the person who goes out to work. (2)

An accurate definition of instrumental role is given as the breadwinner or provider role in the family that functionalists see as usually the man's role but this can be purely theoretical and does not have to contain examples. (3)

**(ii) Identify and briefly describe <u>two</u> characteristics of the expressive role.** **[6]**

Up to three marks can be given for **each** characteristic such as homemaker (nest builder), carer, provider of emotional support; functionalists usually see this as the women's role or any other accurate characteristic.

No characteristic is offered. (0)

A characteristic such as the woman's role is identified but no detail is given. (1)

As above plus a limited description of the named characteristic such as this is the woman's role in the house as they are the ones who care for the babies. (2)

A characteristic is identified and a description that shows accurate sociological understanding such as functionalists see this as the woman's role in the family (identification) as they believe they are biologically or emotionally better suited to this role (development).
There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)
(3 × 2)

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| Page 3 | Mark Scheme | Syllabus | Paper |
|--------|-------------|----------|-------|
| | GCE A LEVEL – May/June 2013 | 9699 | 33 |

**(b)** Evaluate the view that ethnicity is the most significant factor shaping kinship patterns. **[16]**

In this mark band candidates may wish to support or reject the proposition uncritically. Assertive answers which agree may argue that ethnic groups have different types of families; those that disagree may assert that nuclear families are to be found everywhere. Any use of sociological theory or evidence may be weak and inaccurate. (0–4)

In this band the candidate will either reject or offer a supported defence of the proposition but they are likely to focus on one but not both.
Support may come from statistics that show higher levels of extended families amongst some ethnic groups and more single parent families in others.
Arguments against may come from the view that family diversity is to be found in all ethnic types and other factors such as class may also be important. References in this band may be limited to such as Willmott and Ballard.
Candidates who note that there is a debate but who do not develop this should receive a mark towards the top of the band. (5–8)

Answers show a more thorough understanding of the question and are supported by a good range of material. There will be a more detailed exploration of the arguments of the nature of family diversity linked both to ethnic minorities and ethnic majorities. Ethnicity can be seen as one aspect of diversity which can be found in a wide range such as structures including gay and single parent families and diversity as outlined by the Rapoports. Reward reference to key thinkers such as Chester, Mirza, Reynolds, Charles and Chamberlain as well as many others.
Evaluation in this mark band may be limited. (9–12)

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)

www.dynamicpapers.com

| Page 4 | Mark Scheme | Syllabus | Paper |
|--------|-------------|----------|-------|
| | GCE A LEVEL – May/June 2013 | 9699 | 33 |

**2 (a) (i) Define the term primary socialisation.** **[3]**

No attempt to define primary socialisation. (0)

Primary socialisation defined in a simplistic way such as what families do for children. (1)

The meaning of primary socialisation further expanded by showing wider understanding such as when families teach their children norms or values or behaviour. (2)

An accurate definition of primary socialisation is given as the first learning that takes place in the home whereby children learn the norms and values of society but this can be purely theoretical and does not have to contain examples. (3)

**(ii) Identify and briefly describe <u>two</u> consequences of the dysfunctional family.** **[6]**

Up to three marks can be given for **each** consequence either for the individual or society such as unruly children, mental illness, high levels of crime, social disorder, social problems or conflict within the family or any other accurate example such as by reference to the New Right.

No example of a consequence offered. (0)

An example of a consequence such as unruly children is identified but no detail is given. (1)

As above plus a limited description of the named consequence such as when children have not been socialised properly they will not be able to follow the expected norms and values of the society in which they live. (2)

Examples of a consequence are identified and a description that shows accurate sociological understanding such as when parents fail to socialise children properly (identification) they do not know the expected ways to behave in society or understand the norms and so they become deviant and in extreme cases when socialisation has been absent they may be deviant within their society (development).
There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)

(3 × 2)

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| Page 5 | Mark Scheme | Syllabus | Paper |
|--------|-------------|----------|-------|
|        | GCE A LEVEL – May/June 2013 | 9699 | 33 |

**(b) Evaluate the view that the functions of the family have been greatly reduced in modern industrial societies.** [16]

In this mark band candidates may wish to support or reject the proposition uncritically. Assertive answers may argue that the family still looks after its members or state that families now are split up and do not. Any use of sociological theory or evidence such as that of Parson's may be weak and may be inaccurate. (0–4)

In this band the candidate will either reject the proposition or offer a supported defence of it but not both. There may be some confusion between functions in general and the two basic functions referred to by Parsons.
Support may come from the existence of family life for the majority of individuals at some time, especially children.
Arguments against may be supported by the view that the fragmentation of family types has meant that functions in general or specific functions such as unit of production are no longer maintained.
Candidates who note that there is a debate but who do not develop this should receive a mark towards the top of the band. (5–8)

Answers show a more thorough understanding of the question and are supported by a good range of material. There will be a more detailed exploration of the way that family life has changed and diversified including arguments about the loss of functions or changes in functions which may be supported by Fletcher, Young and Willmott with the family remaining a key institution whatever its functions. Other arguments may come from the view that it is wrong to think of a 'family' but rather different types which fulfil different functions for different groups of individuals with support from such key thinkers as Allan and Crow, feminists and postmodernists. Answers in this band may be supported by examples from a range of contemporary societies.
Evaluation in this mark band may be limited. (9–12)

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)

**3 (a) (i) Define the term vocationalism.** **[3]**

No attempt to define vocationalism. (0)

Vocationalism is defined in a simplistic way such as preparing for work. (1)

The meaning of vocationalism is further expanded by showing wider understanding such as when the course that you take in school or college prepares you for work. (2)

An accurate definition of vocationalism is given as when the purpose of education is to transmit the knowledge, skills and attitudes needed for the economy but this can be purely theoretical and does not have to contain examples. (3)

**(ii) Identify and briefly describe <u>two</u> reasons why working class children may leave education before middle class children.** **[6]**

Up to three marks can be given for **each** reason such as any material factors (only allow twice if different reasons are given) cultural attitudes to schooling, any reasons for middle class children staying longer, peer pressure, family pressure or any other valid reason. Allow answers which refer to working class boys or girls.

No reason is offered. (0)

A reason such as cost is identified but no detail is given. (1)

As above plus a limited description of the named reason point such as the cost of education means that working class children leave school earlier in order to go to work. (2)

A reason is identified and a description that shows accurate sociological understanding such as working class children will have more reason to go to work (identification) as the families need their income and even supposedly free education has costs such as uniform and loss of income (development). There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)

(3 × 2)

www.dynamicpapers.com

| Page 7 | Mark Scheme | Syllabus | Paper |
|--------|-------------|----------|-------|
|        | GCE A LEVEL – May/June 2013 | 9699 | 33 |

**(b) Evaluate the view that the existence of vocational education is evidence of continuing inequality in education.** **[16]**

In this mark band candidates may wish to support or reject the proposition uncritically. Answers may assert that vocational subjects are second best or that a trade is a more reliable way of earning an income. Other answers may look at ways attempts have been made to introduce equality of education. Any use of sociological theory or evidence may be weak and may be inaccurate. (0–4)

In this band the candidate will either reject or offer a supported defence of the proposition but they are likely to focus on one but not both.
Support may come from the different career paths open to different students and who take vocational and non-vocational courses and how class is reflected in them or describe the failure of attempts to introduce equality of education.
Arguments against may come from the view that systems are meritocratic and vocational courses offer an alternative way into rewarding occupations so attempts to introduce equality of education have been successful.
Candidates who note that there is a debate but who do not develop this should receive a mark towards the top of the band. (5–8)

Answers show a more thorough understanding of the question and are supported by a good range of material. There will be a more detailed exploration of the arguments. Issues that may be addressed include functionalist views on equality, various schemes such as youth training schemes, examination results and changing patterns of results, New Right, social inequality and creating an education market.
Reward the use of key thinkers such as Cohen, Finn, Bowles and Gintis, Strathdee, Buswell, Chubb and Moe as well as many others.
Evaluation in this mark band may be limited. (9–12)

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

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| Page 8 | Mark Scheme | Syllabus | Paper |
|--------|-------------|----------|-------|
| | GCE A LEVEL – May/June 2013 | 9699 | 33 |

**4 (a) (i) Define the term immediate gratification.** **[3]**

No attempt to define immediate gratification. (0)

Immediate gratification is defined in a simplistic way such as doing what you want. (1)

The meaning of immediate gratification is further expanded by showing wider understanding such as when working class children want to get to work as soon as they can. (2)

An accurate definition of immediate gratification is given as the attitude generally associated with the working class when they defer long-term gain in favour of perceived short-term benefits. This can be purely theoretical and does not have to contain examples. (3)

**(ii) Identify and briefly describe <u>two</u> types of pupil sub-culture.** **[6]**

Up to three marks can be given for **each** example such as the lads, ear 'oles, conformists, rebellious or any other valid example. Ear 'oles and the lads are acceptable as two appropriate examples but the nature of their different sub-cultures must be outlined to gain more than one mark.

No example is offered. (0)

An example is identified such as the ear 'oles but no detail is given. (1)

As above plus a limited description of the named example such as pupils like the ear 'oles who tried to do well at school. (2)

An example is identified and a description that shows accurate sociological understanding such as the ear 'oles as identified by Willis (identification) who conformed and tried hard to do well at school and accepted the values that the school stood for (development).
There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)
(3 × 2)

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| Page 9 | Mark Scheme | Syllabus | Paper |
|--------|-------------|----------|-------|
|        | GCE A LEVEL – May/June 2013 | 9699 | 33 |

**(b)** **Evaluate the impact of the peer group on a pupil's level of educational achievement.** **[16]**

In this mark band candidates may wish to support or reject the proposition uncritically. Answers may assert that it is the people that you mix with that influence your behaviour so that it is true or that it is your ability that is the most important so that it is not. Any use of sociological theory or evidence may be weak and may be inaccurate. (0–4)

In this band the candidate will either reject or offer a supported defence of the proposition but they are likely to focus on one but not both.
Support may come from the influence of peer group on attitudes and behaviour and the support of such studies as Hargreaves, better answers will note that this influence can be either positive or negative.
Arguments against may come from supporting another influence on educational achievement such as material factors and can be supported by such studies as that of Douglas.
Candidates who note that there is a debate but who do not develop this should receive a mark towards the top of the band. (5–8)

Answers show a more thorough understanding of the question and are supported by a good range of material. There will be a more detailed exploration of the arguments as to what is the most significant influence on levels of achievement. The influence of the peer group will be considered and this can be linked to class, gender, ethnicity and counter school cultures and contrasted to other issues such as home circumstances, attitudes of teachers, class issues and polarisation.
Reward reference to such key thinkers as Cicourel and Kitsuse, Rist, Woods, Lacey, Willis, Bourdieu as well as many others.
Evaluation in this mark band may be limited. (9–12)

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)

| Page 10 | Mark Scheme | Syllabus | Paper |
|---------|-------------|----------|-------|
| | GCE A LEVEL – May/June 2013 | 9699 | 33 |

**5 (a) (i)  Define the term fundamentalism in relation to religion.** **[3]**

No attempt to define fundamentalism in relation to religion. (0)

Fundamentalism in relation to religion is defined in a simplistic way such as religion is basic. (1)

The meaning of fundamentalism in relation to religion is further expanded by showing wider understanding such as the belief that they have the only correct view of the world and this is based on their sacred text. (2)

An accurate definition of fundamentalism is given as religion based on the unquestioning belief in the literal truth of the sacred text, fundamentalism stands for one true view of the world but this can be purely theoretical and does not have to contain examples. (3)

**(ii)  Identify and briefly describe <u>two</u> reasons for the growth of religious fundamentalism.** **[6]**

Up to three marks can be given for **each** reason such as cultural defence, resistance to westernisation, continuation of social problems in some cultures, existence of reactionary governments/movements or any other valid example.

No reason is offered. (0)

A reason such as cultural defence is identified but no detail is given. (1)

As above plus a limited description of the named reason such as migrant groups turn to a pure form of their religion as a form of cultural defence. (2)

A reason is identified and a description that shows accurate sociological understanding such as when people migrate they frequently feel threatened and discriminated against (identification) and in these circumstances turn back towards their religion and practise it in a deeper way than they did before to help them deal with the situation (development).
There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)
(3 × 2)

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**(b)  Evaluate the view that religious organisations reflect patriarchal ideology.**          **[16]**

In this mark band candidates may wish to support or reject the proposition uncritically. Answers may assert that all are equal before God so they do or that some groups such as men are more highly regarded. Any use of sociological theory or evidence may be weak and may be inaccurate.          (0–4)

In this band the candidate will either reject or offer a supported defence of the proposition but they are likely to focus on one but not both.
Support may come from functionalist views on the role of religion to create consensus.
Arguments against may come from the way in which different groups are treated by example to such factors as patriarchy, caste or theory such as Marxism.
Candidates who note that there is a debate but who do not develop this should receive a mark towards the top of the band.          (5–8)

Answers show a more thorough understanding of the question and are supported by a good range of material. There will be a more detailed exploration of the arguments such as the equality of religious text but the inequality of patriarchal interpretations, providing all with comfort to ultimate questions and at times of crisis.
Reward reference to key thinkers such as El Saadawi, Malinowski, Parsons, Durkheim, Woodhead as well as many others.
Evaluation in this mark band may be limited.          (9–12)

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)

**6 (a) (i)  Define the term liberation theology.**                                          **[3]**

No attempt to define liberation theology.                                                    (0)

Liberation theology defined in a simplistic way such as when religious people
seek change.                                                                                 (1)

The meaning of liberation theology is further expanded by showing wider
understanding such as when religious groups try to bring about change to
help poor people.                                                                            (2)

An accurate definition is given as when religious groups exercise relative
autonomy to change the economic dominance of the bourgeoisie and
campaign to make social change to improve the lives of disadvantaged
groups. This can be purely theoretical and does not have to contain
examples.                                                                                    (3)

**(ii)  Identify and briefly describe <u>two</u> examples of new religious movements.**       **[6]**

Up to three marks can be given for **each** example either specific such as the
unification church or typologies such as world rejecting, world affirming,
world accommodating movements, new age movements or any other
accurate example.

No example is offered.                                                                       (0)

An example such as world rejecting movements is identified but no detail is
given.                                                                                       (1)

As above plus a limited description of the named example such as world
rejecting movements who have strict rules for members and live away from
the mainstream culture.                                                                      (2)

An example is identified and a description that shows accurate sociological
understanding such as world rejecting movements (identification) which are
clearly religious with a notion of God, highly critical of the outside world, have
members who are isolated from the outside world and have strict rules and
moral codes (development).
There is no requirement for this part of the answer to contain evaluation but
answers should include two points about each movement to gain full marks.    (3) (1 + 2)
                                                                                    (3 × 2)

**(b) Evaluate the view that Marxist theories of religion are inadequate when compared to other theories.** [16]

In this mark band candidates may wish to support or reject the proposition uncritically. Answers may assert that they are inadequate because religion is a good thing in society or that Marxist ideas are correct as they regard religion as false consciousness. Any use of sociological theory or evidence may be weak and may be inaccurate. (0–4)

In this band the candidate will either reject or offer a supported defence of the proposition but they are likely to focus on one but not both.
Support may come from other theories that see religion not just as a vehicle for repression but also evidence of change and improving lives of disadvantaged groups without revolution so Marxism does not explain this.
Arguments against may come from Marxist views that this is an exception and that religion still acts as a form of ideological state apparatus and can support this either by examples such as Lenin and spiritual gin. Other answers may describe Marxist theory and outline one other theory.
Candidates who note that there is a debate but who do not develop this should receive a mark towards the top of the band. (5–8)

Answers show a more thorough understanding of the question and are supported by a good range of material. There will be a more detailed exploration of the arguments that may look at Gramsci's re-evaluation of Marxism, principles of hope, contemporary examples of oppression as well as functionalist and social action critiques of Marxism.
Reward reference to key thinkers such as Bloch, Abercrombie and Turner, Althusser, Armstrong, Bellah, Parsons, Durkheim as well as many others.
Evaluation in this mark band may be limited. (9–12)

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

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| Page 14 | Mark Scheme | Syllabus | Paper |
|---------|-------------|----------|-------|
| | GCE A LEVEL – May/June 2013 | 9699 | 33 |

**7 (a) (i) Define the term restitutive justice.** [3]

No attempt to define restitutive justice. (0)

Restitutive justice defined in a simplistic way such as being punished. (1)

The meaning of restitutive justice is further expanded by showing wider understanding such as making it up to the victim or community for what was done wrong. (2)

An accurate definition of restitutive justice is given as when the perpetrator of crime is made accountable to the victim or community and if possible puts right what wrong was done through compensation but this can be purely theoretical and does not have to contain examples. (3)

**(ii) Identify and briefly describe <u>two</u> reasons why some social groups are more likely to be punished than others.** [6]

Up to three marks can be given for **each** reason such as commit more crime, have less power to define criminality, unable to negotiate justice or any other accurate reason.

No reason is offered. (0)

A reason such as lack of power is identified but no detail is given. (1)

As above plus a limited description of the named reason such as some groups/individuals have more power to make the actions of some groups illegal and so they seem to commit more crime. (2)

A reason is identified and a description that shows accurate sociological understanding such as some groups have less power than other groups to define what is criminal and what is not (identification) and so the petty acts committed by the working class are defined as criminal whereas the acts committed by the ruling class such as control of the wealth of society are not (development).
There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)
(3 × 2)

**(b) Evaluate the extent to which levels of crime can be explained in terms of the amplification of deviance.** **[16]**

In this mark band candidates may wish to support or reject the proposition uncritically. One type of answer may assert that crime is the result of bad behaviour not the amplification of deviance; an alternative answer may argue that it is true because crime gets exaggerated. Any use of sociological theory or evidence may be weak and may be inaccurate. (0–4)

In this band the candidate will either reject or offer a supported defence of the proposition but they are likely to focus on one but not both.
Support may come from an explanation of the amplification of deviance and this may be supported by a theory such as that of Lemert or by empirical studies such as 'Folk Devils and Moral Panics'.
Arguments against may come from a different theoretical perspective that crime is linked to a different cause such as strain and link it to the work of Merton.
Candidates who note that there is a debate but who do not develop this should receive a mark towards the top of the band. (5–8)

Answers show a more thorough understanding of the question and are supported with a good range of material. The amplification of deviance should be analysed thoroughly and aspects such as the role of the media and the police may be outlined. There will be a more detailed exploration of the arguments that relate to the causes of crime that will not only be in reference to the amplification of deviance but can include sub-cultural, functionalist, neo-Marxist, right realism, left realism. Reward reference to key thinkers such as Cicourel, Durkheim, Gordon, Murray, Taylor, Young, Lea, Merton as well as many others.
Evaluation in this mark band may be limited. (9–12)

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)

www.dynamicpapers.com

| Page 16 | Mark Scheme | Syllabus | Paper |
|---------|-------------|----------|-------|
| | GCE A LEVEL – May/June 2013 | 9699 | 33 |

**8 (a) (i) Define the term negotiation of justice.** **[3]**

No attempt to define the negotiation of justice. (0)

Negotiation of justice is defined in a simplistic way such as justice being different for different people or different types of people. (1)

The meaning of the negotiation of justice is further expanded by showing wider understanding such as when the police treat different groups by a different standard based on how delinquent they think they should be rather than how delinquent they are. (2)

An accurate definition is given as where the agencies of social control use typifications, their common sense theories about what a typical delinquent is like, in order that they enforce the law on certain types but this can be purely theoretical and does not have to contain examples. (3)

**(ii) Identify and briefly describe <u>two</u> limitations of interpretivist explanations of crime and deviance.** **[6]**

Up to three marks can be given for **each** limitation such as subjectivity, relativity, overlooks power in society and any other accurate limitation.

No limitation is offered. (0)

A limitation such as subjectivity is identified but no detail is given. (1)

As above plus a limited description of the named example such as the subjective nature of the studies which makes it difficult to make generalisations from such studies. (2)

A limitation is identified and a description that shows accurate sociological understanding such as the subjective nature of the studies (identification) that it is hard to make generalisations from them as they are so individual (development).
There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)
(3 × 2)

www.dynamicpapers.com

| Page 17 | Mark Scheme | Syllabus | Paper |
|---------|-------------|----------|-------|
| | GCE A LEVEL – May/June 2013 | 9699 | 33 |

**(b)  Evaluate the view that crime has positive functions for society.          [16]**

In this mark band candidates may wish to support or reject the proposition uncritically. Some answers may assert that crime is crime and it cannot be good and others that it is positive for some individuals. Any use of sociological theory or evidence may be weak and may be inaccurate.                                              (0–4)

In this band the candidate will either reject or offer a supported defence of the proposition but they are likely to focus on one but not both.
Support may come from the functionalist view that crime serves a positive function of introducing new ideas to society or boundary maintenance.
Arguments against may come from another perspective that sees the function of crime to control the subject classes.
Candidates who note that there is a debate but who do not develop this should receive a mark towards the top of the band. It is not necessary to pick up on the functionalist link in the question to enter this band.                                    (5–8)

Answers show a more thorough understanding of the question and are supported by a good range of material. There will be a more detailed exploration of the arguments around the functionalist view that crime, as long as it is not excessive, serves positive functions for society as well as the dangers that too much crime indicates. Several alternative theories may be analysed such as strain theory, sub-cultural theories, Marxist and neo-Marxist theories as well as those of the right and realism. Issues that may be looked at can include in whose interest crime operates as well as the power to define criminal activity.
Reward reference to key thinkers such as Durkheim, Cohen, Merton, as well as many others.
Evaluation in this mark band may be limited.                                          (9–12)

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)

**9 (a) (i) Define the term manual occupation.** **[3]**

No attempt to define manual occupation. (0)

Manual occupation defined in a simplistic way such as working hard or done by the working class. (1)

The meaning of manual occupation is further expanded by showing wider understanding such as work that is physical. (2)

An accurate definition of manual occupation is given as work that involves physical labour usually associated generally with the working classes but this can be purely theoretical and does not have to contain examples. (3)

**(ii) Identify and briefly describe <u>two</u> reasons why women are more likely to be employed in non-manual occupations in modern industrial societies.** **[6]**

Up to three marks can be given for **each** reason such as education levels, nature of the labour market, loss of masculine jobs, social pressure or any other accurate reason.

No reason is offered. (0)

A reason is given such as women are not expected to do 'hard' jobs like mining. (1)

As above plus a limited description of the named reason such as the social expectations on women are that they should be at home and so they work part-time in shops and offices. (2)

A reason is identified and a description that shows accurate sociological understanding such as many girls get better qualifications than boys (identification) as they work hard in schools so they are able to get jobs in the clerical sector more easily (development).
There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)
(3 × 2)

**(b) Evaluate the view that gender inequality is no longer a feature of the workplace.** [16]

In this mark band candidates may wish to support or reject the proposition uncritically. Answers may state that sexism is a thing of the past or that women are still preyed on sexually **OR** discriminated against in employment. Any use of sociological theory or evidence may be weak and may be inaccurate. (0–4)

In this band the candidate will either reject or offer a supported defence of the proposition but they are likely to focus on one but not both.
Support may come from legal changes which have outlawed sexual harassment and discrimination.
Arguments against may come from the Marxist view that women still represent a reserve army of labour and are frequently employed in part time jobs.
Candidates who note that there is a debate but who do not develop this should receive a mark towards the top of the band. (5–8)

Answers show a more thorough understanding of the question and are supported by a good range of material. There will be a more detailed exploration of the arguments that surround female employment that may include the return of women to the work force, legal changes, gender pay gap, implications of career breaks, insecure, low paid work, poor working conditions, horizontal and vertical segregation, primary and secondary labour sectors, and evidence from statistics and the equal opportunities commission.
Reward reference to the use of key thinkers such as Sloan, Oakley, Witz, Rees, Bradley, Baron and Norris, Adkin, Atkinson, Pollert as well as many others.
Evaluation in this mark band may be limited. (9–12)

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)

**10 (a) (i) Define the term technological determinism.** [3]

No attempt to define technological determinism. (0)

Technological determinism is defined in a simplistic way such as the technology used in work. (1)

The meaning of technological determinism is further expanded by showing wider understanding such as when the new technologies change the way of work. (2)

An accurate definition is given as when developments in technology drive change in such a way that it can only happen in one way but this can be purely theoretical and does not have to contain examples. (3)

**(ii) Identify and briefly describe two ways in which automation may influence job satisfaction.** [6]

Up to three marks can be given for **each** way such as loss of skill, loss of control, monotony, pace of work, or positive benefits of no longer having to do dirty, manual or risky work, or any other accurate example.

No way is offered. (0)

A way such as boring is identified but no detail is given. (1)

As above plus a limited description of the named way such as automation where the production keeps going in a repetitive way so the work is very boring. (2)

A way is identified and a description that shows accurate sociological understanding such as automation causing boredom (identification) as it is made up of repetitive work doing small tasks where the worker has no control over their work and so this results in lack of satisfaction (development).
There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)
(3 × 2)

**(b) Evaluate the view that in modern industrial society technology is used to improve the lives of all workers.** [16]

In this mark band candidates may wish to support or reject the proposition uncritically. Answers may state that having machines has taken the hard graft out of some work or that it is more than technology that affects the lives of employees. Any use of sociological theory or evidence may be weak and may be inaccurate. (0–4)

In this band the candidate will either reject or offer a supported defence of the proposition but they are likely to focus on one but not both.
Support that it does may come from Blauner and the diminishing of alienation with the development of automation.
Arguments against may come from Gallie and evidence of continued alienation.
Candidates who note that there is a debate but who do not develop this should receive a mark towards the top of the band. (5–8)

Answers show a more thorough understanding of the question and are supported by a good range of material. There will be a more detailed exploration of the arguments around the affects to be had from changing technology. Amongst the issues that may be considered are craft technology, mechanisation, automation, computerisation, technological determinism, smart machines, information 'panopticon' (central tower that controls activities), discourse and computers.
Reward reference to the use of key thinkers such as Beynon, Grint, Zuboff, Kling, Woolgar as well as many others.
Evaluation in this mark band may be limited. (9–12)

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)

**11 (a) (i) Define the term discourse analysis.** [3]

No attempt to define discourse analysis. (0)

Discourse analysis is defined in a simplistic way such as media stories. (1)

The meaning of discourse analysis further expanded by showing wider understanding such as the way in which the media reports events creates the reality of them. (2)

An accurate definition of discourse analysis is given as ways of talking about events in the media which are related to power relationships in society; it does not just mean that a story is told but that it is created by the way it is reported but this can be purely theoretical and does not have to contain examples. (3)

**(ii) Identify and briefly describe <u>two</u> ways in which older people are represented in the media.** [6]

Up to three marks can be given for **each** way such as dependent, ill, disabled, heroic, grumpy, forgetful, wise, burden, or any specific example such as Nelson Mandela.

No example is offered. (0)

An example such as dependent is identified but no detail is given. (1)

As above plus a limited description of the named feature such as the elderly are always shown as being dependent on state benefits. (2)

An example such as being dependent (identification) is given where the elderly are represented as being in need and reliant on the help of others emotionally and physically (development).
There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)
(3 × 2)

**(b) Evaluate the view that editors and journalists control the content of the media.** **[16]**

In this mark band candidates may wish to support or reject the proposition uncritically. Answers may state that it is the editors and journalists that decide what to put into the media or that it is someone else such as the owners or the audience by what they buy. Any use of sociological theory or evidence may be weak and may be inaccurate. (0–4)

In this band the candidate will either reject or offer a supported defence of the proposition but they are likely to focus on one but not both.
Support may come from Marxist views about the nature of ownership and control or more accurate answers will refer to neo-Marxism.
Arguments against may come from the pluralist view that the major influence on the content of the media is what the audience wishes to receive and this may be supported by reference to such key thinkers as Whale.
Candidates who note that there is a debate but who do not develop this should receive a mark towards the top of the band. (5–8)

Answers show a more thorough understanding of the question and are supported by a good range of material. There will be a more detailed exploration of the arguments surrounding control of the media that should include Marxist, neo-Marxist and pluralist views. Issues that may be referred to include hegemony, manipulation, logic of capitalism, concentration of ownership, growth, integration, globalisation.
Reward reference to the use of key thinkers such as Bagdikian, Auletta, Hall, Whale as well as many others.
Evaluation in this mark band may be limited. (9–12)

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)

**12 (a) (i) Define the term hegemony.** **[3]**

No attempt to define hegemony. (0)

Hegemony is defined in a simplistic way such as the values of a country. (1)

The meaning of the hegemony is further expanded by showing wider understanding such as the way in which the ruling class control ideas. (2)

An accurate definition of hegemony is given as the way in which the ruling class holds the ideological and moral leadership of a society by using ideas through such institutions as the media to stop a revolutionary threat to their power but this can be purely theoretical and does not have to contain examples. (3)

**(ii) Identify and briefly describe <u>two</u> ways in which audiences may influence the content of the media.** **[6]**

Up to three marks can be given for each way such as interactive TV, registering complaints, voting with feet, pluralist views of reflecting public opinion, debates, feedback or any other appropriate example.

No way is offered. (0)

A way such as the audience can stop watching. (1)

As above plus a limited description of the named way such if the audience do not like what is broadcast they can vote with their feet. (2)

An example of a way is identified and a description that shows accurate sociological understanding such as an audience can influence the media by voting with their feet (identification) and stop buying or watching if they do not like what is broadcast and this can result in some organisations closing down if their audience goes down. Another influence can be caused by the audience growing (development).
There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)
(3 × 1)

| Page 25 | Mark Scheme | Syllabus | Paper |
|---------|-------------|----------|-------|
|         | GCE A LEVEL – May/June 2013 | 9699 | 33 |

**(b) Evaluate the usefulness of the cultural effects approach in understanding the impact of the media on audiences. [16]**

In this mark band candidates may argue that cultural effects studies do or do not help in our understanding of what happens in the media. Any use of sociological theory or evidence may be weak and may be inaccurate. Answers in this band may show confusion as to what cultural effects studies are. (0–4)

In this band the candidate will either describe the value of cultural effects studies or reject them in favour of a different type of study that is more useful. Such answers will be supported but may be one-sided.
Support may come from examples of a more long term effect rather than a direct one and may be supported with empirical research such as that of Hall.
Arguments against may come from other studies which are seen as more useful such as the hypodermic syringe model.
Candidates who note that there is a debate but who do not develop this should receive a mark towards the top of the band. (5–8)

Answers show a more thorough understanding of the question and are supported by a good range of material. There should be a more detailed analysis of the strengths and limitations of cultural effects studies which can be compared and contrasted to others such as the two step flow, uses and gratifications and interpretive. Issues that may be included are linguistic turn, discourse analysis, cultural hegemony, diversion, personal relationships, personal identity, surveillance, preferred reading, discursive resources, codes (hegemonic, professional, negotiate, oppositional), interpretive community, hyper-reality.
Reward reference to the use of key thinkers such as GUMG, Fairclough, Fiske, Marcuse, Noble, Katz and Lazarsfeld, Hobson, McQuail, Halloran, Buckingham, Morley, Alasuutari, Baudrillard as well as many others.
Evaluation in this mark band may be limited. (9–12)

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)