

**MARK SCHEME for the May/June 2011 question paper  
for the guidance of teachers**

**9699 SOCIOLOGY**

**9699/31**

Paper 3 (Essay), 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 must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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### GENERAL MARK BANDS

- Part (a) (i)**
- 0 No relevant definition.
  - 1 Weak attempt with little sociological reference.
  - 2 Accurate but limited definition.
  - 3 Accurate sociological definition.
- (ii)** Up to 3 marks available for each example, **either**:
- 0 No relevant example offered.
  - 1 An example identified.
  - 2 An example identified and a limited description offered.
  - 3 An example identified and described accurately.
- or** 1 mark for each clearly identified example, maximum of 2 available and 1–4 marks available for answers that offer one description that accurately describes both examples. (If described but not identified, award a maximum of 4.)

### Part (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) (i) Define the term *household*. [3]

- 0 No attempt to define household.
- 1 Household is explained in a simplistic way such as 'a house'.
- 2 The meaning of household is further expanded to showing wider understanding but this may not be linked to sociological understanding.
- 3 An accurate sociological definition of a household is given but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two examples of different types of households. [6]

Up to 3 marks to be awarded for **each** example of any household structure such as extended, reconstituted, beanpole, quiverful, share a house, students, care homes.

- 0 No example offered.
- 1 An example of a structure is identified but no detail is given.
- 2 As above plus a limited description of the example.
- 3 An example is identified and a description given that shows accurate sociological understanding.

There is no requirement for this answer to contain evaluation. (3 × 2)

(b) 'In modern industrial societies family life is so diverse that there is no longer a dominant family type.' Evaluate this view. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Others may attempt some description of the functions of the family but with little or no reference to the question.

Band 2 5–8

In this band the candidate will either offer a supported defence of the proposition that there is no dominant family type or a rejection of it. This rejection can be supported either by theory or empirical data. Candidates who note that there may be a debate but who do not develop this should receive a mark towards the top of the band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported by a good range of material. There will be a thorough exploration of both the arguments of family diversity as well as the continuation of traditional family types. Credit can be given for the support of key thinkers such as Fletcher, Delphy and Leonard or Allan and Crow. 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) (i) Define the term *isolated nuclear family*. [3]

- 0 No attempt to define isolated nuclear family.
- 1 Isolated nuclear family is explained in a simplistic way such as 'relatives'.
- 2 The meaning of isolated nuclear family is further expanded by showing wider understanding but this may not be linked to sociological understanding.
- 3 An accurate sociological definition of an isolated nuclear family is given as parents and children living separately from their wider kin but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two family functions. [6]

Up to 3 marks to be awarded for **each** example of a function such as socialisation, economic, health. Award 3 × 2 only when examples are relevant and clearly different.

- 0 No function offered.
- 1 A function is identified but no detail is offered.
- 2 As above plus a limited description of the function.
- 3 An example of a function is identified and a description given that shows accurate sociological understanding.

There is no requirement for this answer to contain evaluation. (3 × 2)

(b) 'In modern industrial societies functions that were once carried out by the family are now carried out by the state.' Evaluate this view. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Others may attempt some description of the functions of the family with no reference to the question.

Band 2 5–8

In this band the candidate will either offer a supported defence of the proposition that the state has taken over the functions of the family or a rejection of it. This can be supported either by theory or empirical data. Candidates who note that there may be a debate but who do not develop this should receive a mark towards the top of the band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported by a good range of material. There will be a thorough exploration of both the arguments that the state has taken over the functions of the family and evidence that the family continues to oversee its own affairs. Credit can be given for the support of key thinkers such as Fletcher, Delphy and Leonard or Allan and Crow. 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) (i) Define the term *meritocracy*. [3]

- 0 No attempt to define meritocracy.
- 1 Meritocracy explained in a simplistic way such as 'having merit'.
- 2 The meaning of meritocracy further expanded by showing wider understanding but this may not be linked to sociological information.
- 3 An accurate sociological definition of meritocracy as education systems that promote equality of opportunity/outcome is given but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two ways in which schools encourage social equality. [6]

Up to 3 marks to be awarded for **each** example such as uniform, equality of opportunity, comprehensive education, national curriculum and access. Award answers that describe social rather than educational equality.

- 0 No example offered.
- 1 An example is offered.
- 2 As above plus a limited description of the example.
- 3 An example is offered and a description given that shows accurate sociological understanding.

There is no requirement for this answer to contain evaluation. (3 × 2)

(b) Evaluate the view that education systems in modern industrial societies reinforce social inequalities. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may ignore the question and talk about other factors such as the supposed benefits to be gained from an education.

Band 2 5–8

In this band the answer will either be a supported defence or challenge to the question. Most likely a Marxist defence of the proposition or a functionalist attack on it from the view of such key thinkers as Davies and Moore. Candidates who note that there may be a debate but who do not develop this should receive a mark towards the top of the band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported by a good range of material. There will be a developed assessment of the way in which inequalities may, or may not, be reinforced. This will take at least two from class, gender and ethnicity and answers may well consider limitations experienced by some groups in terms of social reproduction. Evaluation in this mark band may be limited.

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) (i) Define the term *streaming*. [3]

- 0 No attempt to define streaming.
- 1 Streaming explained in a simplistic way such as 'dividing'.
- 2 The meaning of streaming further expanded by showing wider understanding but this may not be linked to sociological information.
- 3 An accurate sociological definition of streaming as the way in which students are grouped by perceived levels of ability is given but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two ways in which streaming may impact on educational achievement. [6]

Up to 3 marks to be awarded for **each** example such as differentiated experiences, positive, negative, differentiated curriculum, warmed up, cooled down, polarisation of groups academically and socially.

- 0 No example offered.
- 1 An impact is offered.
- 2 As above plus a limited description of the impact.
- 3 An impact is offered and a description given that shows accurate sociological understanding.

There is no requirement for this answer to contain evaluation. (3 × 2)

(b) Evaluate the view that the labels teachers attach to students are the most important factor in determining educational success. (16)

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may discuss other factors such as the types of labels that teachers attach to pupils.

Band 2 5–8

In this band the answer will either be a supported defence or challenge to the question. There will be some explanation of the process of labelling and how it can impact on pupil achievements. Useful reference can be made to the work of Becker and Lemert. Candidates who note that there may be a debate but who do not develop this should receive a mark towards the top of the band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported by a good range of material. There will be a developed assessment of the impact of labelling and streaming on pupils but this will be evaluated by considering a range of other theories about the influences on educational achievements. This can include structural factors as well as material circumstances. The work of key thinkers such as Bourdon, Hargreaves, Keddie and Labov amongst others can usefully 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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5 (a) (i) Define the term *religious pluralism*. [3]

- 0 No attempt to define religious pluralism.
- 1 Religious pluralism defined in a simplistic way such as 'different types of religion'.
- 2 The meaning of religious pluralism further expanded by showing wider understanding but this may not be linked to sociological knowledge.
- 3 An accurate sociological definition of religious pluralism is given as the presence in a single society of two or more religions that coexist in toleration and where different beliefs are allowed to exist but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two characteristics of societies that allow religious pluralism. [6]

Up to 3 marks to be awarded for **each** characteristic such as toleration, multi-faith, multi-racial, no religious censorship.

- 0 No characteristic offered.
- 1 A characteristic is named.
- 2 As above plus a limited description.
- 3 A characteristic is identified and a description given that shows accurate sociological understanding.

There is no requirement for this answer to contain evaluation. (3 × 2)

(b) 'Religion no longer has any influence on modern industrial societies.' Evaluate this claim. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may argue that the problems of the world are caused by too much or a lack of religion.

Band 2 5–8

In this band there will either be a supported defence of the question or a challenge to it. Evidence can be either from theory or from empirical data but if theory is used it will most likely rely on classical theorists. Candidates may interpret this as a secularisation essay and if they do that in a generalised way they should be placed here. Others may solely focus on fundamentalism as evidence of the power of religion and answers that do no more than that should also be placed here. Others may rely on classical theorists to show that religion has lost/is losing influence. Likewise, if they do no more than that they should be placed here. Candidates who note that there may be a debate but do not develop this should receive a mark towards the top of the band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported by a good range of material. There should be a detailed assessment about how to interpret influence and it should be seen through a variety of ways. Useful comparisons can be made with the past as well as with contemporary societies. 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) (i) Define the term *church*. [3]**

- 0 No attempt to define church.
- 1 Church explained in a simplistic way such as 'a place where you pray'.
- 2 The meaning of church is further expanded by showing wider understanding but this may not be linked to sociological knowledge.
- 3 An accurate sociological definition of church as a large religious organisation with a hierarchy, large membership etc is given but this may be purely theoretical and does not have to contain examples.

**(ii) Identify and briefly describe two reasons why religious organisations develop into churches. [6]**

Up to 3 marks to be awarded for **each** example such as size of membership, popularity, elite support, values become more mainstream.

- 0 No reason offered.
- 1 A reason is identified but no detail is offered.
- 2 As above plus a limited description of the reason.
- 3 A reason is identified and a description given that shows an accurate sociological understanding.

There is no requirement for this answer to contain evaluation. (3 × 2)

**(b) Evaluate the view that new religious movements are replacing traditional religious institutions in modern industrial societies. [16]**

**Band 1 0–4**

In this mark band candidates may wish to support or reject the proposition uncritically. There may be answers that simply list the supposed benefits of religion in general or of one particular organisation.

**Band 2 5–8**

In this mark band candidates may offer a supported defence of traditional religions or of new religious movements (NRMs). Candidates can either interpret the question as one of the influence of religion or that of the number of members that groups may have. Candidates who note that there may be a debate but who do not develop this should receive a mark towards the top of the band.

**Band 3 9–12**

Answers show a more thorough understanding of the question and are supported by a good range of material. Candidates will link the debate to secularisation and interpret 'replacing' in several ways. There will be a detailed exploration of the way in which traditional religions have lost power as well as the place of NRMs. Amongst the key thinkers that may be used are Shiner, Martin, Wilson, Berger and Bruce. 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) (i) Define the term *moral panic*. [3]

- 0 No attempt to define moral panic.
- 1 Moral panic explained in a simplistic way such as 'panic about morals'.
- 2 The meaning of moral panic further expanded by showing wider understanding but this may not be linked to sociological knowledge.
- 3 An accurate sociological definition of moral panic as the over-exaggerated fear of some supposed evil is given but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two sociological examples of moral panic in relation to crime and deviance. [6]

Up to 3 marks to be awarded for **each** example or study identified.

- 0 No study or example offered.
- 1 A study/example is identified but no detail is offered.
- 2 As above plus a limited description of the named study or example.
- 3 A study/example is identified and a description given that shows accurate sociological understanding.

There is no requirement for this answer to contain evaluation. (3 × 2)

(b) Evaluate the view that crime statistics reflect the interests of the powerful. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Answers may well be lists of types of crimes.

Band 2 5–8

In this mark band there may be some confusion between crime and deviance. Answers may well concentrate on the effects of labelling and law enforcement policies. Candidates who note that there may be a debate but who do not develop this should receive a mark towards the top of the band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported by a good range of material. The impact of control of the legal system on the creation of crime will be considered as well as more contemporary theories such as the left realism and right realist criminology. 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) (i) Define the term *delinquent sub-culture*. [3]

- 0 No attempt to define delinquent sub-culture.
- 1 Delinquent sub-culture explained in a simplistic way such as 'naughty culture'.
- 2 The meaning of delinquent sub-culture further expanded by showing wider understanding but this may not be linked to sociological knowledge.
- 3 An accurate sociological definition of both delinquent and sub-culture as small groups who deviate from the mainstream culture and exhibit different behaviours will be offered but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two sociological examples of delinquent sub-cultures. [6]

Up to 3 marks to be awarded for **each** study or example such as saints and roughnecks. To gain the second set of marks a different study must be used. If the examples are generic only credit one.

- 0 No example/study offered.
- 1 An example/study is identified but no detail is offered.
- 2 As above plus a limited description of the study.
- 3 An example/study is identified and a description given that shows accurate sociological understanding.

There is no requirement for this answer to contain evaluation. (3 × 2)

(b) Evaluate the contribution of Marxist studies to our understanding of the nature of crime and deviance. [16]

Band 1 0–4

In this mark band candidates may make one or two points about the nature of crime and deviance but limit their answers to describing Marxism. Others may argue why punishment is necessary to deter crime.

Band 2 5–8

In this mark band there will either be a supported agreement or disagreement with the question. Some candidates may show an understanding of Marxism by reference to such key thinkers as Taylor, Walton and Young, but in this mark band this suggestion will be limited. Candidates who note that there may be a debate by the inclusion of at least one other theory but who do not develop this should receive a mark towards the top of the band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported by a good range of material. Candidates will clearly show that they have a sound understanding of the neo-Marxist theories but are also able to balance them against others. Useful reference can be made, amongst others, to Cicourel, A Cohen, and Merton etc. In this band answers will distinguish between Marxist and neo-Marxist views. Evaluation in this mark band may be limited.

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) (i) Define the term *Fordism*. [3]

- 0 No attempt to define Fordism.
- 1 Fordism explained in a simplistic way such as 'like Henry Ford'.
- 2 The meaning of Fordism further expanded by showing wider understanding but this may not be linked to sociological knowledge.
- 3 An accurate sociological definition of Fordism as assembly line mass production is given but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two characteristics of post-Fordism. [6]

Up to 3 marks to be awarded for **each** characteristic such as new technology, flexible specialisation, specialised products, changing employment patterns.

- 0 No characteristic offered.
- 1 A characteristic is identified but no detail is offered.
- 2 As above plus a limited description of the characteristic.
- 3 A characteristic is identified and a description given that shows accurate sociological understanding.

There is no requirement for this answer to contain evaluation. (3 × 2)

(b) 'Modern industrial societies require a deskilled workforce.' Evaluate this claim. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may describe different types of jobs or employees.

Band 2 5–8

In this band the candidate will either accept or reject the proposition but this answer will be supported by reference to such key thinkers as Braverman. Candidates who note that there may be a debate but who do not develop this should receive a mark towards the top of the band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported by a good range of material. Not only will issues of both skilling and deskilling be looked at but also the way in which management strategies influence work will be examined. Issues related to new technologies will also be addressed. Useful reference can be made to key thinkers such as Taylor, Freidman, Edwards and Beechey. 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) (i) Define the term *frictional unemployment*. [3]

- 0 No attempt to define frictional unemployment.
- 1 Frictional unemployment explained in a simplistic way such as 'unemployment'.
- 2 The meaning of frictional unemployment further expanded by showing wider understanding but this may not be linked to sociological understanding.
- 3 An accurate sociological definition of frictional unemployment as temporary unemployment between leaving one job and starting another is given but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two ways in which government policy can affect levels of employment. [6]

Up to 3 marks to be awarded for **each** example such as grants/loans to employers, moving government offices, manipulation of statistics.

- 0 No example offered.
- 1 An example is identified.
- 2 As above plus a limited description of the government action.
- 3 An example of government action is identified and a description given that shows accurate sociological understanding of the ways in which government action can influence unemployment rates.

There is no requirement for this answer to contain evaluation. (3 × 2)

(b) Evaluate sociological theories that examine the relationship between work and non-work. [16]

Band 1 0–4

In this mark band candidates may limit their answers to those that describe work or non-work or both with no reference to the question. Other answers may describe different types of employment and leisure activities.

Band 2 5–8

Candidates should make use of at least one study of the way that work impacts on life chances. Issues such as health, levels of satisfaction at work and exploitation can also be usefully referred to. Candidates who note that there may be a debate but who do not develop this should receive a mark towards the top of the band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported by a good range of material. In this band there will be specific reference to research into work and the way it can influence non-work. Useful reference can be made to the work of such key thinkers as Parker, Rapoport and Roberts. 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) (i) Define the term the *logic of capitalism* in relation to the mass media. [3]

- 0 No attempt to define logic of capitalism.
- 1 Logic of capitalism explained in a simplistic way such as 'sense of capitalism'.
- 2 The meaning of the logic of capitalism further expanded by showing wider understanding but this may not be linked to sociological knowledge.
- 3 An accurate sociological definition is given of the logic of capitalism in that the interests of the powerful will influence the content of the mass media but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two examples of the way in which media organisations are changing in modern industrial societies. [6]

Up to 3 marks to be awarded for **each** change/trend identified such as concentration, growth, integration, globalisation, technology.

- 0 No trend/change offered.
- 1 A trend/change is identified but no detail is offered.
- 2 As above plus a limited description of the identified trend/change in the mass media.
- 3 An example of a trend is identified and a description given that shows accurate sociological understanding.

There is no requirement for this answer to contain evaluation. (3 × 2)

(b) Evaluate the view that the owners of the mass media represent the interests of the state in modern industrial societies. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may well describe what media are to be found in modern industrial societies.

Band 2 5–8

In this band the candidate will argue either that the mass media does or that it does not represent the state. This will most likely be from a Marxist/pluralist debate. Candidates who note that there may be a debate but who do not develop this should receive a mark towards the top of the band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported by a good range of material. Both sides of the debate will be covered including manipulation as well as hegemonic views of the way the media operates in society. Key thinkers that may appear in answers can include such as Marx, Murdock and Golding, Rosengren and Windahl, GMG, Gans and MacDonald and many others. In this band not only will the candidate outline the argument but they may include arguments about ideological control, consumerism or political activity. Evaluation in this mark band may be limited.

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) (i) Define the term *representation*. [3]

- 0 No attempt to define representation.
- 1 Representation explained in a simplistic way such as 'showing'.
- 2 The meaning of representation expanded by showing wider understanding but this may not be linked to sociological information.
- 3 An accurate sociological definition of representation as the way in which the media creates stereotypical images of groups is given but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two ways in which the media sensationalises news stories. [6]

Up to 3 marks to be awarded for **each** example such as overexposure, placing within the programme/publication, use of language.

- 0 No example offered.
- 1 An example is identified but no detail is offered.
- 2 As above plus a limited description of the example.
- 3 An example is identified and a description given that shows accurate sociological understanding.

There is no requirement for this answer to contain evaluation. (3 × 2)

(b) Evaluate the view that the mass media marginalises some social groups more than others. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may describe issues that appear in the media or solely describe different types of 'marginal' groups.

Band 2 5–8

In this band the candidate will argue either that the mass media does or that it does not marginalise social groups and this will be supported by the use of work by conflict theorists and pluralists. Candidates who note that there may be a debate but who do not develop this should receive a mark towards the top of the band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported by a good range of material. In this band not only will the candidate outline the argument that the media does marginalise the less powerful and support this by the use of the work of such as the GMG but they will also outline the pluralist view that the media are a reflection of society and may usefully quote from such key thinkers as Whale. There will also be some consideration of what is meant by 'groups'. 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.