

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
GCE Advanced Level

**MARK SCHEME for the October/November 2011 question paper
for the guidance of teachers**

9699 SOCIOLOGY

9699/33

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.

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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 marks.)

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 *extended family*. [3]

- 0 No attempt to define extended family.
- 1 Extended family explained in a simplistic way such as 'a big family'.
- 2 The meaning of extended family further expanded by showing wider understanding but this may be by describing any large family rather than by linking it to sociological examples.
- 3 An accurate sociological definition of an extended family as a nuclear family plus other relatives sharing a residence, household tasks and care is given, but this can be theoretical and does not have to contain examples.

(ii) Identify and briefly describe two characteristics of *modified extended families*. [6]

Up to 3 marks to be awarded for **each** characteristic, such as proximity, contact levels, exchange of services, not sharing residence, level of communication. (3 × 2)

- 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 that shows accurate sociological understanding, such as proximity to other relatives (1 mark), which means that whereas in the past extended families shared a residence and cooperated with each other economically, families now live in nuclear units but these can be of close proximity so that they can still cooperate as a social group (2 marks). (1 + 2)

(b) Evaluate the view that the extended family is of little importance in modern industrial societies. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Others may attempt to describe 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 extended families are no longer to be found in modern industrial societies or evidence that they can still be found. 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 at 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 the arguments both for the end of extended families and for their continuation. There will be a full discussion of diversity both from an historical and a contemporary view. Key thinkers such as Allan and Crow can be used, as well as Anderson and Laslett. 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 *patriarchy* in relation to the family. [3]

- 0 No attempt to define patriarchy.
- 1 Patriarchy is explained in a simplistic way such as 'fathers'.
- 2 The meaning of patriarchy is further expanded by showing wider understanding but this may not be linked to sociological understanding.
- 3 An accurate sociological definition of patriarchy is given as family types where the power, control and decision-making reside with the males, but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two ways in which patriarchy within the family may be expressed. [6]

Up to 3 marks to be awarded for **each** example, such as control of finances, discipline, decision-making, preference for males (boys), behaviour, or for examples from any relevant empirical study which describes patriarchal families. (3 × 2)

- 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 that shows accurate sociological understanding, such as Arensberg and Kimball's traditional Irish family (1 mark), in which the spheres of men and women were strictly divided and entering into the other domain resulted in ritual, and the men, especially the senior male, had authority and decision-making power over all the rest (2 marks). (1 + 2)

(b) 'Patriarchal family structures are no longer to be found in 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. They may offer a quasi common-sensical view of traditional societies and/or the role of fathers in families.

Band 2 5–8

In this band candidates will either support or reject the proposition outlined in the question. Candidates who realise that the question can be focused on the type of family structures to be found in modern industrial societies but do little else can be placed here. Credit can still be given for making relevant comments on families in non-industrial societies. Candidates who note that there may be a debate but who do not develop this should receive a mark at 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 detailed account of the type of family structures to be found in modern industrial societies and how they may or may not have changed in recent years. Issues of ethnic and cultural diversity can be included, as well as changing family/household patterns in modern societies. Key thinkers such as Roberts, Allan and Crow, and the Rapoports can be used with credit. 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 *cultural deprivation*. [3]

- 0 No attempt to define cultural deprivation.
- 1 Cultural deprivation is explained in a simplistic way such as 'no culture'.
- 2 The meaning of cultural deprivation is further expanded by showing wider understanding but this may not be linked to sociological understanding.
- 3 An accurate sociological definition of cultural deprivation is given as the lack of exposure to the dominant culture and the inferior position in which this places some groups, but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two ways in which cultural deprivation impacts on educational achievements. [6]

Up to 3 marks to be awarded for **each** example, such as language codes, limiting success, unable to attend high status institutions, labelling, mistreated, bullied. (3 × 2)

- 0 No example offered.
- 1 An example of an impact is identified but no detail is offered.
- 2 As above plus a limited description of the impact.
- 3 An example is identified that shows accurate sociological understanding, such as the restricted code (1 mark), which means that pupils from backgrounds which experience cultural deprivation have limited access to the language spoken by those who have cultural capital. They do not have the language used at school and this therefore limits their ability to be successful in education (2 marks). (1 + 2)

(b) Evaluate the view that class is the most significant factor in determining educational achievements 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 describe either the supposed successes of different classes in education or the limitations some experience.

Band 2 5–8

In this band answers will either be a supported defence of the proposition or an attack on it argued from the view of meritocracy. Some answers may use the work of key thinkers such as Parsons or Davies and Moore. Candidates who note that there may be a debate but who do not develop this should receive a mark at 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. Other influences on educational outcomes will also be considered, such as ethnicity or gender. Consideration of labour markets, changing social expectations as well as legal changes and issues of meritocracy can be included in answers. Reference to key thinkers such as Douglas, Hargreaves, Halsey, Coard, Stanworth as well as many others can be referred to with credit. 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) (i) Define the term *labelling*. [3]

- 0 No attempt to define labelling.
- 1 Labelling explained in a simplistic way such as 'placing a label'.
- 2 The meaning of labelling further expanded by showing wider understanding but this may not be linked to sociological information.
- 3 An accurate sociological definition of labelling is given as the process whereby teachers predict the future performance of pupils based on external attributes such as home background, but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two sociological examples that illustrate the process of labelling in relation to education. [6]

Up to 3 marks to be awarded for **each** example such as self-fulfilling prophecy, streaming, or any relevant study. If two studies are quoted then the descriptions must be different to get full marks.

(3 × 2)

- 0 No example offered.
- 1 An example is offered.
- 2 As above plus a limited description of the example.
- 3 An example is offered that shows accurate sociological understanding, such as Hargreaves' study (1 mark) of social relations in a secondary school, which describes the process whereby pupils of similar intelligence are labelled by externally observed characteristics and then separated into different groups. He shows how over a period of time they begin to accept these labels and at the end of education have had different levels of success (2 marks). (1 + 2)

(b) "Ethnicity has relatively little impact on educational attainment in 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 ignore the question and talk about other factors such as class.

Band 2 5–8

In this band the answer will either be a supported defence of or challenge to the question. Evidence could well include a study of examination results as well as research such as the Swann Report. Candidates who note that there may be a debate but who do not develop this should receive a mark at 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. To enter this band answers must be focused on modern industrial societies and not only consider ethnicity in relation to educational achievements but other factors such as class and gender. There will be a developed assessment of the work of such key thinkers as Coard, Bourdon and Hargreaves. 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 *social control*. [3]

- 0 No attempt to define social control.
- 1 Social control defined in a simplistic way such as 'being told what to do'.
- 2 The meaning of social control further expanded by showing wider understanding but this may not be linked to sociological knowledge.
- 3 An accurate sociological definition of social control is given as the means by which ideology or coercion are used to control behaviour, norms and values in society, but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two ways in which religion can act as a means of social control. [6]

Up to 3 marks to be awarded for **each** example such as ideology, shaming, punishment, e.g. inquisition, excommunication or fatwa, entry to heaven/nirvana, reincarnation to higher/lower caste. If two similar examples are used (heaven/nirvana), then the description of each must make different points. (3 × 2)

- 0 No example offered.
- 1 An example of a social control mechanism is identified but no detail is offered.
- 2 As above plus a limited description of the identified social control mechanism.
- 3 An example of a social control mechanism is identified that shows accurate sociological understanding, such as excommunication (1 mark), which was used by the Roman Catholic church to prevent the spread of ideas or behaviours that were disapproved of, so that the individual who had been excommunicated was put outside the protection of the church and became a non-person, no longer allowed to practise religion and a legitimate target for any individual who wished to attack them (2 marks). (1 + 2)

(b) "Religion is a force for social change in modern industrial societies." Evaluate this view. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may describe different sorts of religious practices.

Band 2 5–8

In this band there will either be a supported defence of the proposition that religion causes social change or a challenge that it defends the status quo. Evidence can be either from theory or from empirical data, but if theory is used it will most likely rely on classical theorists. Candidates who note that there may be a debate but who do not develop this should receive a mark at 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 consideration not only of the way in which religion may or may not encourage social change with such concepts as liberation theology but there will also be reference to continuity. Classical theorists can be referred to with credit but to reach the top of the band there should be use made of more contemporary work such as that of Taylor, Nelson and McGuire. 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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6 (a) (i) Define the term *world affirming sect*. [3]

- 0 No attempt to define world affirming sect.
- 1 World affirming sect is explained in a simplistic way, such as 'a sect that is in the world'.
- 2 The meaning of world affirming sect is further expanded by showing wider understanding but this may not be linked to sociological knowledge.
- 3 An accurate sociological definition of world affirming sect is given as one which accepts the values of the society in which it is found, and its members live and work in society and do not withdraw from it, but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two reasons why sects can be short lived. [6]

Up to 3 marks to be awarded for **each** reason, such as death of leader, arrival of new sects, persecution, growth and change, shrink and lose membership or any description of the end of a specific sect. (3 × 2)

- 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 that shows an accurate sociological understanding, such as the people's temple (1 mark): when it became threatened by American society first it withdrew from the U.S.A. to Guyana and then under the orders of its leader the members all committed suicide, marking the end of that sect (2 marks). (1 + 2)

(b) Evaluate the view that the growth of new religious movements is evidence that religion continues to play a major role 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 or blame the troubles of the world today on the lack of religion.

Band 2 5–8

In this mark band candidates may offer a supported defence of the role of religion or an agreement that it no longer has much significance. To be placed towards the top of the band, there must be a clear understanding that the meaning of new religious movements is understood. Answers may be given from the view of secularisation but in this band these will be undeveloped. Candidates who note that there may be a debate but who do not develop this should receive a mark at 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. An understanding of the different theories of the nature of the role of religion would gain credit, especially if supported by evidence. Examples of contemporary societies can be used with credit. Post-modern theory would show clear understanding and the work of thinkers such as Wilson, Barker, Turner and Lyotard can be used with credit. 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 *self report study*. [3]

- 0 No attempt to define self report study.
- 1 Self report study explained in a simplistic way such as 'a study'.
- 2 The meaning of self report study is further expanded by showing wider understanding but this may not be linked to sociological knowledge.
- 3 An accurate sociological definition of a self report study is given as one that asks a population to report on their own criminality or status as victims of crime, but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two advantages in using self report studies to research the level of crime in society. [6]

Up to 3 marks to be awarded for **each** advantage, such as when the actual level of crime is unknown, for example domestic violence and white-collar crime, dark figure, the researcher can investigate specific areas of interest, greater validity of results, limitations of other studies or where official statistics can be inaccurate. (3 × 2)

- 0 No advantage offered.
- 1 An advantage is identified but no detail is offered.
- 2 As above plus a limited description of the advantage.
- 3 An advantage is identified that shows accurate sociological understanding, such as not all crime that is committed is reported (1 mark), for example, domestic violence, which many people keep secret as they are ashamed or fear worse levels of violence if it is reported and not taken seriously (2 marks). (1 + 2)

(b) Evaluate the view that criminal behaviour is limited to a few powerless groups in society. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Some answers in this band may describe different types of crime.

Band 2 5–8

In this mark band there may be some confusion between criminal and deviant behaviour, both in understanding and in the evidence provided. Answers are most likely to concentrate on crime statistics and their relationship to different social groups. Others may focus on the functions of criminality. Candidates who note that there may be a debate, or those who identify different social groups, 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 detailed examination of several theories of crime that look at both structural and cultural reasons for criminality and the ability of some groups to hide their crime more successfully than others. Useful reference can be made to key thinkers such as Merton, Chambliss, Snider, Cicourel and Sutherland. 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 *sub-culture*. [3]

- 0 No attempt to define sub-culture.
- 1 Sub-culture explained in a simplistic way such as 'different culture'.
- 2 The meaning of sub-culture is further expanded by showing wider understanding but this may not be linked to sociological knowledge.
- 3 An accurate sociological definition of sub-culture is given as a sub-group of society that follows norms that are regarded, at least in some respects, as different from mainstream society, but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two differences between biological and sociological theories of deviance. [6]

Up to 3 marks to be awarded for **each** example, which can relate either to social settings or to genetic reasons. Other examples can contrast the work of any relevant theorists, such as Lombroso with Cohen, or contrasting social constructions to physical characteristics. Both sociology and biology have to be referred to in order to gain full marks. (3 × 2)

- 0 No example offered.
- 1 An example of either sociology or biology is identified but no detail is offered.
- 2 As above plus a limited description or limited comments about both.
- 3 An example of the difference between both is identified that shows accurate understanding, such as what influences human behaviour (1 mark): biologists see heredity as important in determining who will commit crime, whereas sociologists look to the social situation or structure of society to explain criminal behaviour (2 marks). (1 + 2)

(b) Evaluate the interactionist view that deviance is subject to negotiation. [16]

Band 1 0–4

In this mark band candidates may wish to accept or reject the usefulness of integrationists' views uncritically. Other candidates may describe interactionist data.

Band 2 5–8

In this mark band there will be either a supported acceptance or rejection of the question. Some candidates may confuse crime and deviance. In this band key thinkers most likely to be referred to are Becker and Lemert. Other answers may ignore interactionist studies and concentrate on the supposed advantages of other theories instead. Candidates who note that there may be a debate but who do not develop this should receive a mark at 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 detailed understanding of interactionist and other views in relation to both crime and deviance. The work of key thinkers such as Merton, Young, Taylor, Walton and Cohen may be usefully 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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9 (a) (i) Define the term *unofficial strike*. [3]

- 0 No attempt to define unofficial strike.
- 1 Unofficial strike explained in a simplistic way such as 'a strike'.
- 2 The meaning of unofficial strike further expanded by showing wider understanding but this may not be linked to sociological knowledge.
- 3 An accurate sociological definition of an unofficial strike is given as one that happens without the official sanction of the union, but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two reasons why strikes occur. [6]

Up to 3 marks to be awarded for **each** reason, such as spontaneity, lack of union recognition, grass roots leadership, breakdown of negotiations, conditions of work, pay, action of last resort. (3 × 2)

- 0 No reason offered.
- 1 A reason is identified but no detail is offered.
- 2 As above plus a limited description of the given reason.
- 3 A reason is identified that shows accurate sociological understanding, such as grass roots leadership (1 mark), where local leaders organise the workforce into taking action against the wishes of the official union leadership, such as 'Red Robbo' in British Leyland in the 1970s (2 marks). (1 + 2)

(b) Evaluate the view that organisations are inevitably undemocratic. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may describe or list supposed undemocratic processes in the work-place.

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 key thinkers such as Weber or Gouldner. Answers may be interpreted in such a way as to focus on bureaucracy, and those that just do that should remain in this band. Candidates who note that there may be a debate but who do not develop this should receive a mark at 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 the supposed efficiency and inefficiency of bureaucracy could be interrogated, as well as alternative ways of analysing organisations, such as contingency theory (Burns and Stalker). Good use can be made of key thinkers such as Blau, Michels and Roth. 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 *professionalisation* in relation to work. [3]

- 0 No attempt to define professionalisation.
- 1 Professionalisation explained in a simplistic way such as 'being professional' or by naming a specific profession such as a doctor.
- 2 The meaning of professionalisation further expanded by showing wider understanding but this may not be linked to sociological understanding.
- 3 An accurate sociological definition of professionalisation is given as the process by which barriers are erected to entry to different jobs by increasing the qualifications needed in order to gain entry, but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two consequences of the professionalisation of the workforce. [6]

Up to 3 marks to be awarded for **each** consequence, such as longer training, more difficult to enter job, occupational closure, increasing levels of qualification, high salaries, status, reintroduction of skill. (3 × 2)

- 0 No consequence offered.
- 1 A consequence is identified.
- 2 As above plus a limited description of the consequence.
- 3 A consequence is identified that shows accurate sociological understanding, such as occupational closure (1 mark) in which entry into jobs that were previously available to many becomes limited to those who have the correct qualifications, and progress up the promotional ladder is further limited by the need for more qualifications (2 marks). (1 + 2)

(b) Evaluate the view that alienation remains a feature of work 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 describe aspects of unsatisfying work.

Band 2 5–8

In this band there will be either a supported acceptance or rejection of the proposition. In this band candidates will show they have a sound grasp of the meaning of alienation. This will be related to aspects of work that may be responsible for causing alienation. Others may argue that it is no longer a feature, as technology has transformed the work-place. Candidates who note that there may be a debate but who do not develop this should receive a mark at 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 may be consideration of both the causes of satisfaction at work as well as dissatisfaction. Candidates may refer to different systems of management and how these can influence the work-place. Key thinkers such as Blauner may be used as well as concepts such as automation, skilling and de-skilling. 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 *censorship* . [3]

- 0 No attempt to define censorship.
- 1 Censorship explained in a simplistic way such as 'stopping things/allowing things'.
- 2 The meaning of censorship further expanded by showing wider understanding but this may not be linked to sociological knowledge.
- 3 An accurate sociological definition of censorship is given as the control of and prevention of publishing/broadcasting materials carried out by powerful individuals in the media or the state, 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 the mass media influences the political process. [6]

Up to 3 marks to be awarded for **each** example, such as opinion polls, halo effect, political socialisation, agenda setting, scandals, manipulation, information, propaganda.

(3 × 2)

- 0 No example offered.
- 1 An example is identified but no detail is offered.
- 2 As above plus a limited description of the example in the mass media.
- 3 An example of an influence is identified that shows accurate sociological understanding, such as the halo effect (1 mark), which operates in such a way as to attract uncommitted voters to place their electoral allegiance in favour of the party that the media appears to be predicting will be successful (2 marks). (1 + 2)

(b) Evaluate the view that agenda setting in politics is increasingly shaped by the mass media 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 the different roles that can be found in an editorial team, describe spin doctors or outline different media stories.

Band 2 5–8

In this band the candidate will argue that control either does or does not rest with editorial teams/owners. Evidence is likely to be from either a pluralist or Marxist view. Candidates who note that there may be a debate but who do not develop this should receive a mark at 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 may the candidate outline the arguments that show control through hegemony in editorial teams/owners/controllers but also the arguments that favour market forces and pluralist theory as well as some consideration of 'increasingly'. Credit can be gained from the use of key theorists such as Butler and Stokes, the G.M.G. and Windahl amongst others. 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) (i) Define the term *content analysis*. [3]

- 0 No attempt to define content analysis.
- 1 Content analysis explained in a simplistic way such as 'looking at the contents'.
- 2 The meaning of content analysis is expanded by showing wider understanding but this may not be linked to sociological information.
- 3 An accurate sociological definition of content analysis is given as the systematic measuring of the amount of media exposure given to an event and the nature of that exposure, but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two difficulties in measuring the influence of the mass media. [6]

Up to 3 marks to be awarded for **each** difficulty, such as researcher bias (subjectivity), length of time needed for research, problems of interpretation of meaning, control of variables, defining/identifying variables. Media messages change. (3 × 2)

- 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 that shows an accurate sociological understanding, such as difficulties of interpretation (1 mark) because the judgement of the researcher is critical in deciding how the media message has been interpreted by audiences and which other factors may have been influential. It is very difficult for the researcher to be sure that they have made the correct judgement (2 marks). (1 + 2)

(b) Evaluate the usefulness of the hypodermic syringe model to our understanding of the role of the mass media. [16]

Band 1 0–4

In this mark band candidates may describe the hypodermic syringe model uncritically. Other answers may describe issues that appear in the media or give descriptions of different types of media.

Band 2 5–8

In this mark band there will be either a supported defence of the model or a rejection of it. Answers may well be supported by examples of copycat behaviours as well as reference to key thinkers such as Bandura, Ross and Ross. Candidates who note that there may be a debate but who do not develop this should receive a mark at 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 there be an accurate assessment of the hypodermic syringe model but there will also be consideration of a range of other theories. The work of key thinkers such as Hall, Katz and Lazarsfeld, McQuail, Golding and Philo may 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.