CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Level

MARK SCHEME for the May/June 2013 series

9699 SOCIOLOGY

9699/32　　　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.

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CAMBRIDGE
International Examinations

1 (a) (i) Define the term patriarchal family. **[3]**

No attempt to define patriarchal family. (0)

Patriarchal family is defined in a simplistic way such as a family to do with fathers OR answers that refer to society rather than the family. (1)

The meaning of patriarchal family further expanded by showing wider understanding such as a family controlled by fathers. (2)

An accurate definition of patriarchal family is given as a family in which lifestyle, power and control centre on the father or another male in the home. (3)

(ii) Identify and briefly describe <u>two</u> ways in which family structure may be influenced by economic factors. **[6]**

Up to three marks can be given for **each** reason such as effects of geographic mobility, changing work patterns, changing childrearing practices, welfare provision, female economic independence or any other accurate example.

No reason is offered. (0)

A reason such as moving for work is identified but no detail is given. (1)

As above plus a limited description of the named reason such as moving to urban areas searching for better work. (2)

A reason is identified and a description that shows accurate sociological understanding such as when work patterns change (identification) such as in industrialisation this causes young families/couples to relocate to urban areas (development).
There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)
(3 × 2)

(b) Evaluate the view that the primary role of the family is to serve the needs of the economy. **[16]**

In this mark band candidates may wish to support or reject the proposition uncritically. Supported answers may postulate that families have to work to make money and others may argue that the two are separate. 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 for the view that families support the economy is likely to come from Marxist views of the family serving the needs of capitalism or Functionalist views of the integration of all parts of society.
Arguments against are likely to come from the feminist view that the family does not serve the needs of the economy but men.
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 the family serves the needs of the economy that may look at Marxist views of the ideological control exercised over family members to serve capitalism as well as units of consumption and producing a workforce. The alternative argument may be supported by the other roles the family may have to provide benefits for members. Reward the support of key thinkers such as Parsons, Zaretsky, Ansley, Greer and Somerville.
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)

2 (a) (i) Define the term fertility rate. **[3]**

No attempt to define fertility rate. (0)

Fertility rate is defined in a simplistic way such as how fertile you are. (1)

The meaning of fertility rate is further expanded by showing wider understanding such as the number of children a woman will have in her life. (2)

An accurate definition is given as the average number of children that women will have during their fertile years (which for the purpose of statistics is defined as 15–44) but this can be purely theoretical and does not have to contain examples. (3)

(ii) Identify and briefly describe <u>two</u> reasons why fertility rates may change. **[6]**

Up to three marks can be given for **each** reason such as contraception, social position of women, costs of education/childrearing, infant mortality rate, IVF and the status of children.

No reason is offered. (0)

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

As above plus a limited description of the named reason such as contraception enables women to plan their families. (2)

Reasons for changes in fertility rates are identified with descriptions that show accurate sociological understanding such as when effective methods of contraception are developed (identification) parents can plan both when and how many children to have and as a result fertility rates usually go down (development).
There is no requirement for this part of the answer to contain evaluation. (3) (2 + 1)
(3 × 2)

(b) Evaluate the factors that shape the social position of children within the family. **[16]**

In this mark band candidates may outline several factors uncritically. Assertive arguments that point to falling birth rates in some societies or those that just describe the position of children with little or no account of the factors that shape it should be placed here. Any use of sociological theory or evidence may be weak and may be inaccurate. (0–4)

In this band the candidate will outline several factors that shape the social position of children in families.
Factors are likely to include falling birth rates making children more important, children as economic assets/liabilities, place of children in the work force. Place towards the top of the band those answers which outline an undeveloped debate. (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 factors such as the falling birth rate which may have more to do with the position of women than children and declining IMR. Issues such as child centred developments, legal changes, children's rights, extended education, western views of childhood, cross cultural differences and the social construction of childhood. Reward the support of key thinkers such as Aries, Punch (Bolivian childhood), Holmes (Samoa), Firth (Tikopia), Malinowski (Trobriand). The march of progress view versus the view that childhood represents inequalities.
Towards the top of the band there may be some discussion of the view that childhood is disappearing.
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 marketisation in relation to education. **[3]**

No attempt to define marketisation. (0)

Marketisation in education defined in a simplistic way such as when schools are like markets. (1)

The meaning of marketisation in education is further expanded by showing wider understanding such as when the system of education is like a market place. (2)

An accurate definition of marketisation in education is given as when the market forces of supply and demand are introduced to systems of education by encouraging competition between schools and choice for parents but this can be purely theoretical and does not have to contain examples. (3)

(ii) Identify and briefly describe <u>two</u> effects of increasing parental choice in education. **[6]**

Up to three marks can be given for **each** effect such as cultural capital, parentocracy, faith schools, single sex schools, inequality, free schools or any other accurate effect.

No effect offered. (0)

An effect is identified such as parentocracy but no detail is given. (1)

As above plus a limited description of the named effect such as growth of parentocracy. (2)

An effect is identified and a description that shows accurate sociological understanding such as parentocracy develops (identification) when middle class parents are able to use their wealth and knowledge to gain advantages for their children in education (development).
There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)
(3 × 2)

(b) **'Education systems favour students from socially advantaged homes.'**
Evaluate this claim. **[16]**

In this mark band candidates may wish to support or reject the proposition uncritically. Answers may make assertive statements that coming from advantaged homes makes it easy to be successful in school or that other factors like working hard are more important. Any use of sociological theory or evidence may be weak and may be inaccurate. There may be some confusion about the meaning of socially advantaged. **(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 that education systems favour the dominant classes in society.
Arguments against may be supported by the view that education systems in modern industrial society are meritocratic and children from non-advantaged homes should also have opportunities. Such answers are likely to be supported by reference to functionalists such as Davis and Moore and Parsons.
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 meritocracy and the barriers to success that exist in MIS and what is meant by socially advantaged may well be evaluated. Issues such as material and cultural advantages may well be considered as well as the students who do succeed in education systems in modern industrial societies. Reward the use of key thinkers such as Douglas, Young, Bernstein, Hyman, Blackstone, Howard, Bourdieu, Gewirtz, 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)**

4 (a) (i) Define the term restricted code. **[3]**

No attempt to define restricted code. (0)

Restricted code defined in a simplistic way such as limited words. (1)

The meaning of restricted code is further expanded by showing wider understanding such as when the language a pupil speaks (working class) has a limited vocabulary. (2)

An accurate definition of restricted code is given as the language that is associated with working class children which has a limited vocabulary but this can be purely theoretical and does not have to contain examples. (3)

(ii) Identify and briefly describe <u>two</u> advantages in education for students who have elaborated speech codes. **[6]**

Up to three marks can be given for **each** advantage such as they are able to communicate more effectively with teachers, are accepted more readily by teachers, teachers believe them to be more intelligent, they understand the textbooks more easily, positive labelling or any other accurate example.

No advantage is offered. (0)

An advantage such as teachers like these pupils more is identified but no detail is given. (1)

As above plus a limited description of the named advantage such as teachers think that pupils who have this code are more likely to do well than other groups of pupils. (2)

An advantage is identified and a description that shows accurate sociological understanding such as when teachers hear the extended code they make assumptions about intelligence (identification) and they think that those pupils are more intelligent so they treat them differently to other pupils (development).
There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)

(3 × 2)

(b) Evaluate the view that some students are unable to overcome barriers caused by negative labelling. **[16]**

In this mark band candidates may wish to support or reject the proposition uncritically. Answers may assert that working class children are unable to do this because they are lazy or that they know they do not stand much chance of doing well. 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 labelling theory which will link language codes such as those of Bernstein to class and the way in which assumptions about class can influence teachers' behaviour.
Arguments against may be supported by the view that labelling is just one factor and other material factors may be more significant. 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 attitudes to education and the factors that can influence who succeeds and who fails in education. Not only should the impact of language, the self-fulfilling prophecy and labelling be considered but also material or cultural factors as well as, possibly, ethos of schools, the effects of peer group and anti-school sub-culture.
Reward reference to key thinkers such as Rosenthal and Jacobson, Douglas, Becker, Lacey, Hargreaves, Boaler, Rist, Ball, Francis, Jackson 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)

5 (a) (i) Define the term religious revival. **[3]**

No attempt to define religious revival. (0)

Religious revival defined in a simplistic way such as being religious. (1)

The meaning of religious revival is further expanded by showing wider understanding such as an increase in interest in religion. (2)

An accurate definition of religious revival is given as the renewal of interest in religious practice or belief within society but this can be purely theoretical and does not have to contain examples. (3)

(ii) Identify and briefly describe <u>two</u> functions of religion. **[6]**

Up to three marks can be given for **each** function such as any contribution made to social integration or the controlling of members of society through such processes as false consciousness. Functions can be interpreted as either of the individual or for society.

No function is offered. (0)

A function such as false class consciousness is identified but no detail is given. (1)

As above plus a limited description of the named example such as false class consciousness which keeps the working class in their place because of religious beliefs. (2)

An example is identified and a description that shows accurate sociological understanding such as false class consciousness (identification) through religion which allows the ruling class to keep the other classes believing that the social order is correct and thus prevents a challenge to their position (development).
There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)

(3 × 2)

(b) Evaluate the view that religion promotes social change. **[16]**

In this mark band candidates may wish to support or reject the proposition uncritically. Answers may assert that things do change so religion must allow it or argue that religion does its best to keep things the same as they always are. 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 Weber's theories about change with perhaps reference to the Protestant Ethic.
Arguments against may be supported by the view that religion keeps things the same and evidence such as Marxism and the opium of the people may be used or points about its traditional or conservative nature.
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 relating to change and conservative pressures to keep society the same. If functionalist views are used as evidence the answer will show that these views do allow for social change; albeit at a slow pace with one of the roles of religion to ensure that this change is controlled and not rapid. Other issues that may be referred to that include liberation theology, control of religion over society's values, as a conservative force (consensus, capitalism, patriarchy), social protest, New Christian Right, Millenarian movements, hegemony, religion as ideology as well as other theories of religion and religious fundamentalism. Change can be interpreted as both positive and negative.
Reward reference to key thinkers such as Gramsci, Billings, Worsley, Maduro, Lowy and Bruce as well as many others including feminist writers.
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 privatised form of worship. [3]

No attempt to define privatised form of worship. (0)

Privatised form of worship defined in a simplistic way such as being private with worship. (1)

The meaning of privatised form of worship is further expanded by showing wider understanding such as when people withdraw from public worship. (2)

An accurate definition of privatised form of worship is given as the withdrawal from public/collective worship and the individual then practises alone 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 the media may influence religious practice. [6]

Up to three marks can be given for **each** way such as rationalisation, providing a religious market, televangelism, any appropriate use of the new media, promoting consumerism, negative religious images, facilitates criticism of religious practices and any other accurate example.

No way is offered. (0)

A way such as watching services on TV is identified but no detail is given. (1)

As above plus a limited description of the named way such as watching services on TV allows more people to participate. (2)

A way is identified and a description that shows accurate sociological understanding such as how watching services on TV (identification) may allow more people like the elderly and disabled to join in religious practices (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 religious worship is largely privatised. **[16]**

In this mark band candidates may wish to support or reject the proposition uncritically. Answers may assert that most people pray at home or others argue that people do not follow their religion anymore and this is responsible for what they perceive as the problems of the world. Any use of sociological theory or evidence may be weak and may be inaccurate. References to post modernism may be confused. (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 of attendance at places of worship that show that for many groups this is declining and may be supported with ideas like those of Davie and 'believing but not belonging'.
Arguments against may be supported by the view that religion is strong and quote groups where public worship is still evident in such countries as USA and Pakistan.
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 and this should include an explanation of postmodernist views which may be clearly understood and shown as a rejection of the idea that we can have a true knowledge of society. Other issues that can be referred to include reliability of statistical evidence, different religious groups, segregation of women, societalisation, fragmentation of belief and aspects of secularisation and the continued importance of religion.
Reward reference to such key thinkers as Heelas and Woodhead, Bruce, Casanova, Holm, Crockett, Wilson, Gill 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)

7 (a) (i) Define the term victim studies. **[3]**

No attempt to define victim studies. (0)

Victim studies defined in a simplistic way such as studies of victims. (1)

The meaning of victim studies further expanded by showing wider understanding such as when people are asked if they have been the victims of crime. (2)

An accurate definition of victim studies is given as a study when members of the public are surveyed to see if they have been the victim of a criminal act, this can be purely theoretical and does not have to contain examples. (3)

(ii) Identify and briefly describe <u>two</u> difficulties of knowing when victimless crimes have happened. **[6]**

Up to three marks can be given for **each** difficulty such as no specific person to report it, people may not be aware that it has happened, it may be considered too trivial, the power of some groups to keep the crime hidden.

No difficulty offered. (0)

A difficulty such as no victim is identified but no detail is given. (1)

As above plus a limited description of the named difficulty such as because there is no victim, there is no one to report it. (2)

A difficulty is identified and a description that shows accurate sociological understanding such as when no one knows who the 'victim' is (identification) for such crimes as tax evasion it is the community so no one might be aware that it has happened therefore there is no one to report it (development). There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)
(3 × 2)

(b) Evaluate the view that sub-culture is the main factor influencing delinquency. **[16]**

In this mark band candidates may wish to support or reject the proposition uncritically. Answers may assert that delinquents are responsible for crime or state that there are other reasons explaining criminality such as being poor. 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 subcultural theories like those of Cohen or Cloward and Ohlin.
Arguments against may be supported by the view that it is not sub-culture that causes crime but another factor such as the criminogenic nature of capitalism and support this with relevant Marxist 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 relate to the causes of crime that will not only be sub-cultural but can include functionalist, labelling, neo-Marxist, right realism, left realism.
Reward reference to key thinkers such as Durkheim, Cicourel, Gordon, Taylor et al., Murray, 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)

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

No attempt to define retributive justice. (0)

Retributive justice defined in a simplistic way such as getting even. (1)

The meaning of retributive justice is further expanded by showing wider understanding such as when the punishment is intended to hurt the wrongdoer. (2)

An accurate definition of retributive justice is given as when justice is punitive and intends to punish the wrongdoer with no attempt to make them reform but this can be purely theoretical and does not have to contain examples. (3)

(ii) Identify and briefly describe <u>two</u> problems in defining deviance. **[6]**

Up to three marks can be given for **each** problem such as some sociologists think the term is confusing when linked to normal patterns of behaviour and should just mean bad, deviance changes over time, deviancy interpreted differently for different people and relative by time and place and any other accurate example.

No problem is offered. (0)

A problem such as deviancy changes is identified but no detail is given. (1)

As above plus a limited description of the named problem such as deviancy changes over a period of time. (2)

A problem is identified and a description that shows accurate sociological understanding such as deviancy is not a fixed phenomenon (identification) but changes over time so what is seen as deviant behaviour in one place will not be seen as deviant in another as it is a social construct (development). There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)

(3 × 2)

(b) **Evaluate the view that labelling some groups as criminal serves the interests of the ruling class.** [16]

In this mark band candidates may wish to support or reject the proposition uncritically. Answers may assert that labelling is the cause of becoming criminal but others may argue that being a criminal is the cause. 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 examples of how labelling works and support this by examples such as Lemert and primary and secondary deviance.
Arguments against may be supported by the view that another theory such as Marxism explains the control of society better.
Candidates who note that there is a debate but who do not develop this should receive a mark towards the top of the band. In this band there may be little connection between labelling and the control of the ruling class. (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 ruling class control that will not only consider labelling, who has the power to label and acceptance of the label but may include other explanations such as functionalist theories, the ideological functions of crime, the underclass, right and left realism. Issues such as the social construction of crime, the negotiation of justice, deviance amplification, primary and secondary deviance, criminal justice policy may be referred to.
Reward reference to the use of key thinkers such as Merton, Cohen, Cloward and Ohlin, Messner and Rosenfeld, Cicourel, Piliavin and Briar, Lemert, S. Cohen, Triplett, Braithwaite, Gordon, Chambliss, Snider 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 worker resistance. **[3]**

No attempt to define worker resistance. (0)

Worker resistance is defined in a simplistic way such as workers not cooperating. (1)

The meaning of worker resistance further expanded by showing wider understanding such as the way workers resist managers by such means as strikes. (2)

An accurate definition of worker resistance is given as the way in which the workforce overtly and covertly resists the decisions and control of owners and managers but this can be purely theoretical and does not have to contain examples. (3)

(ii) Identify and briefly describe two ways in which managers are able to control the workforce. **[6]**

Up to three marks can be given for **each** way such as negotiations over terms and conditions, promotion/not, placing of factories, threat of closure, threat of dismissal, temporary contracts, positive inducements such as pay rises and the human relations school, introduction of new technologies or any other accurate example.

No way offered. (0)

A way such as threatening to close the factory is identified but no detail is given. (1)

As above plus a limited description of the named way such as when owners threaten to move the factory workers are forced to accept lower wages to keep their jobs. (2)

A way is identified and a description that shows accurate sociological understanding such as if managers/owners threaten to close a factory (identification) this may force employees to accept terms/conditions/wages that they may have refused to do otherwise (development).
There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)
(3 × 2)

(b) Evaluate the view that age is the most significant social division in the workplace. **[16]**

In this mark band candidates may wish to support or reject the proposition uncritically. Answers may state that getting old makes you no good for work or that the old are wise so there is no division. 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 statistics relating to employment that show the young and the elderly suffer more unemployment than other groups.
Arguments against may be supported by the view that other divisions such as class are more significant and support their answer by reference to Marxist theories.
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 by an analysis of the social divisions to be found in employment. Class, gender, ethnicity, religion, disability can all be analysed in relation to work, age is the only stratification where the middle is the best social position to occupy and the only one that is transient.
Reward reference to the use of key thinkers such as Bradley, Giddens 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 deindustrialisation. **[3]**

No attempt to define deindustrialisation. (0)

Deindustrialisation defined in a simplistic way such as getting rid of industry. (1)

The meaning of deindustrialisation is further expanded by showing wider understanding such as when production based in factories is ended. (2)

An accurate definition of deindustrialisation is given as the change from mechanised factory based work to individual work patterns but this can be purely theoretical and does not have to contain examples. (3)

(ii) Identify and briefly describe <u>two</u> causes of strikes. **[6]**

Up to three marks can be given for **each** cause such as conflict of interests in the workplace, worker response to management behaviour, disagreements over terms and conditions and any other accurate example.

No cause is offered. (0)

A cause such as management action is identified but no detail is given. (1)

As above plus a limited description of the named cause such as when management provoke workers by their action because they are looking for an excuse to save money. (2)

A cause is identified and a description that shows accurate sociological understanding such as when managers or employers may provoke worker conflict (identification) by initiating action such as plant closures, sacking, victimisation or arbitrary discipline on employees (development).
There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)
(3 × 2)

(b) Evaluate the view that unemployment performs useful functions in modern industrial societies. **[16]**

In this mark band candidates may wish to support or reject the proposition uncritically. Answers may state that the unemployed keep wages low or that they are a problem for modern industrial societies. 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 Marxist view that unemployment is a necessary part of capitalism as it creates a reserve army of labour and keeps wages low.
Arguments against may be supported by the view that unemployment is a drain on resources and governments should create stimulus to keep it low.
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 market liberal and Marxist theories about unemployment. Issues such as unemployment statistics and their interpretation, social distribution of unemployment (class, age, gender, ethnicity, region), frictional, structural, cyclical unemployment are amongst the factors that can be discussed.
Reward reference to the use of key thinkers such as Pahl, Barham, Keynes, Jackman, Friedman, Gallie, Vogler 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 media effects. **[3]**

No attempt to define media effects. (0)

Media effects defined in a simplistic way such as when the media has an effect. (1)

The meaning of media effects further expanded by showing wider understanding such as when the output of the media changes the way people act. (2)

An accurate definition of media effects is given as when the messages given out by the media influence the way people behave and/or the values that they have but this can be purely theoretical and does not have to contain examples. (3)

(ii) Identify and briefly describe <u>two</u> influences on the way audiences receive messages. **[6]**

Up to three marks can be given for **each** way such as narrowcasting, context, gender, age, ethnicity, disability or any other accurate example.

No way is offered. (0)

A way such as who they are is identified but no detail is given. (1)

As above plus a limited description of the named way such as the place where the audience is when they receive the message can influence the way they feel about it. (2)

A way is identified and a description that shows accurate sociological understanding such as when the context in which the audience is situated effects the way that they receive the message (identification) so that adults viewing violent scenes with children present are more likely to react negatively to those viewing them without children present (development).
There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)
(3 × 2)

(b) Evaluate the view that patriarchal ideology is no longer reflected in the media. **[16]**

In this mark band candidates may wish to support or reject the proposition uncritically. Answers may state that the media shows women as inferior or argue that images of women show all sorts of women in MIS. 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 by the view that images of women in the media are more varied and supported by the example of women who participate in the production of media and who are seen on screens.
Arguments against may be supported by feminist views about the representation of women as passive, sex objects or shown as subordinate to men.
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 and there may be a discussion of the role of patriarchy in the production of the media as well as the images that are seen, these can be compared with other groups. Feminist theories may be included. Changes in representations can be noted and issues such as gender switch, proportion of men/women seen in the media, influence of video games, cult of femininity and images of men/masculinities.
Reward reference to the use of key thinkers such as Creedon, Millett, Karpf, Provenzo, Ferguson, Gunter, Critcher 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 hyper-reality. **[3]**

No attempt to define hyper-reality. (0)

Hyper-reality defined in a simplistic way such as something not real. (1)

The meaning of hyper-reality is further expanded by showing wider understanding such as when it is difficult to tell the difference between images and reality. (2)

An accurate definition of hyper-reality is given as the way in which the communications revolution has engulfed people with information and has resulted in a blurring between reality and the image that portrays it but this can be purely theoretical and does not have to contain examples. (3)

(ii) Identify and briefly describe two technological changes affecting the media. **[6]**

Up to three marks can be given for **each** change such as the internet, phone in polls, satellite broadcasting, digitalisation, interactive media, multi-media applications.

No change is offered. (0)

A change such as phone-in programmes is identified but no detail is given. (1)

As above plus a limited description of the named change such as how phone-in programmes let the public interact with the media. (2)

A change is identified and a description that shows accurate sociological understanding such as how phone-in programmes have enabled people to interact with the media (identification) and this increases the influence of the public on events as politicians have to pay attention to what they say (development).
There is no requirement for this part of the answer to contain evaluation. (3) (1 + 2)
(3 × 2)

(b) Evaluate the usefulness of post-modernist ideas in understanding the role of the media. **[16]**

In this band the candidate will either state that post-modern theory is useful or reject it in favour of another theory but the answer will be unsupported. Any use of sociological theory or evidence may be weak and may be inaccurate. In this mark band there may be some confusion as to the nature of post modernism. (0–4)

In this band the candidate will either argue that post-modern theory is useful in our understanding of the media or reject it in favour of another theory but the answer will be supported but may be one sided.
Support may come from the blurring to be found between different aspects of the media caused by such things as branding.
Arguments against may be supported by the view that other theories such as pluralism are more useful as in post-modernism nothing can be known to be true so that is not much use as an explanation.
In this mark band candidates should show some limited understanding of post-modernism.
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. In this mark band there should be a clear understanding of post-modernism as a rejection of the idea that we can have a true knowledge of society or produce absolute explanations. There will be a more detailed exploration of the arguments that should consider pluralist and Marxist views of the media and compare them to a post-modern analysis. Issues that can be looked at include media control, role of the media, media influence on audiences, virtual reality, simulacra (signs about signs) and hyper-reality. Reward reference to the use of key thinkers such as Foucault, Baudrillard, Lyotard, Philo and Miller, Best and Kellner as well as those supporting Marxist or pluralist views. 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)