

**MARK SCHEME for the May/June 2012 question paper  
for the guidance of teachers**

**9699 SOCIOLOGY**

**9699/33**

Paper 3 (Social Change and Differentiation),  
maximum raw mark 75

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

Mark schemes must be read in conjunction with the question papers and the report on the examination.

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Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A LEVEL – May/June 2012	9699	33

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

- No attempt to define privatised family. (0)
- Privatised family is explained in a simplistic way such as 'a private family'. (1)
- The meaning of privatised family is further expanded by showing a wider understanding such as a family that spends its time together and has little to do with others. (2)
- An accurate sociological definition of privatised family is given as a nuclear family that cares for itself and spends leisure time together is given but this definition does not have to contain examples. (3)

(ii) Identify and briefly describe two benefits for the individual of belonging to a wider kinship group. [6]

- Examples include help with dealing with problems, 'overloaded circuit', lack of isolation, networking, types of services, financial or social support or any other valid example. (0)
- No benefits are offered. (0)
- An example of a benefit is identified such as your kin can do things for you but no detail is given to support it. (1)
- As above plus a limited description of the named benefit such as your kin can help you out with babysitting. (2)
- An example of a benefit is identified plus a description that shows accurate sociological understanding and knowledge such as kin can provide useful services (identification) so that if a young couple need to borrow money or get a babysitter they can turn to their kin (development). (3)(1 + 2)  
(3 × 2)

(b) Evaluate the view that the primary function of the family is to reproduce labour power. [16]

In this mark band candidates may support or reject the proposition posed in the question uncritically and argue that families are failing to fulfil their functions in modern industrial societies. Other answers may just describe family functions. Answers in this mark band will be characterised by assertion. (0–4)

In this mark band candidates may offer a supported defence of the proposition posed in the question, this defence can be from theoretical or empirical data. Those that support the proposition are most likely to argue this from the Marxist view that the family reproduces labour power. Others may argue from the view that the family has become more specialised in the carrying out of its functions or that functions once carried out by the family are now carried out by the state. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band. (5–8)

In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of both arguments for the continuing importance of the family in the carrying out of its functions, the loss of function to the state and other organisations as well as issues of ideological control. Useful reference can be made to the work of such key thinkers as Fletcher and Goode as well as Engels, Zaretsky, Somerville and feminists such as Benston amongst others. Evaluation in this mark band will exist but may be limited. (9–12)

In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, which at its best, will be detailed leading to a balanced conclusion. (13–16)

<b>Page 3</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A LEVEL – May/June 2012</b>	<b>9699</b>	<b>33</b>

**2 (a) (i) Define the term *empty-shell marriage*. [3]**

- No attempt to define empty-shell marriage. (0)
- A simplistic answer such as an 'empty marriage'. (1)
- The meaning of empty-shell marriage further expanded by showing a wider understanding such as a marriage that is not valued. (2)
- An accurate sociological definition of empty-shell marriage is given as a marriage that has not been formally ended but where no emotional relationship exists between the conjugal pair but this definition does not have to contain examples. (3)

**(ii) Identify and briefly describe two socially approved living arrangements in modern industrial societies, apart from marriage. [6]**

- Examples include any socially approved sexual relationships such as cohabitation, family or friends sharing. In order to gain marks for description for the second example it must be clearly different from the first. (0)
- No examples are offered. (0)
- An example is identified such as friends sharing but no detail is given in support. (1)
- As above plus a limited description of the named arrangement such as when friends rent a flat together or buy a house. (2)
- An example of an arrangement is identified plus a description that shows accurate sociological understanding and knowledge such as friends (identification) when individuals have left home and form relationships with others they make up a household together and either rent or buy a house or flat (development). (3)(1 + 2)  
(3 × 2)

**(b) 'Matriarchal family structures are becoming dominant in modern industrial societies.' Evaluate this claim. [16]**

In this mark band candidates may support or reject the proposition posed in the question uncritically. Others may attempt to describe matriarchal families with little or no reference to the question or blame matriarchal families for juvenile delinquency. Answers in this mark band will be characterised by assertion. (0–4)

In this mark band candidates may offer a supported defence of the proposition posed in the question, this defence can be from theoretical or empirical data. Statistics about the amounts of lone parent families may be referred to and the impact of levels of divorce in modern industrial societies. Other types of answers may argue that the proposition is false and support this by reference to continuing levels of remarriage and the majority of family structures. Others may refer to the existence of matriarchal families in the past. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band. (5–8)

In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of both arguments and a consideration of the emergence of mother dominated families as well as a wide variety of family types and different households. Some answers may well raise the issue that traditional families can be matriarchal and refer to Willmott and Young and the East End as support for this. Others may use reference to the new right and the effects of Thatcherism. Good use can be made by referring to other key thinkers such as Anderson, Liebow and Gonzalez as well as others. Evaluation in this mark band will exist but may be limited. (9–12)

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A LEVEL – May/June 2012	9699	33

In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, which at its best, will be detailed leading to a balanced conclusion. (13–16)

**3 (a) (i) Define the term *deferred gratification* in relation to education. [3]**

- No attempt to define deferred gratification. (0)
- Deferred gratification explained in a simplistic way such as 'put off gratification'. (1)
- The meaning of deferred gratification is further expanded by showing a wider understanding such as putting off having a good time because of working now. (2)
- An accurate sociological definition of deferred gratification is given as a feature of middle class sub-culture that delays present pleasures for future rewards as a worthwhile bargain and is associated with hard work from middle class children in schools but this definition does not have to contain examples. (3)

**(ii) Identify and briefly describe two ways in which parents may influence their child's educational achievement. [6]**

- Examples include socialisation, language codes, by choice of school, support at home or any other relevant example. Examples of an influence can be positive or negative. (0)
- No examples are offered. (0)
- An example of an influence is identified such as socialisation but no detail is given to support it. (1)
- As above plus a limited description of the named influence such as socialisation by which parents teach children what they need to know before they go to school. (2)
- An example of an influence is identified plus a description that shows accurate sociological understanding and knowledge such as socialisation (identification) when parents teach their children the norms and values that will dictate the way they act when they get to school (development). (3)(1 + 2)  
(3 × 2)

**(b) 'The main influence on educational achievement is the way in which pupils adapt to the school environment.' Evaluate this claim. [16]**

In this mark band candidates may support or reject the proposition posed in the question uncritically. Others may attempt to describe the way in which pupils settle into education with little or no reference to the question. Answers in this mark band will be characterised by assertion. (0–4)

In this mark band candidates may offer a supported defence of the proposition posed in the question, this defence can be from theoretical or empirical data. Answers may outline the way in which pupils adapt and agree that this will determine who will succeed. Other types of answers may argue that the proposition is false and support this by reference to meritocracy. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band. (5–8)

In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of both arguments. Not only will there be an exploration of the way that pupils adapt and the interactionist theories about educational success but these will be balanced with other theories such as Marxist, functionalist and feminist. Useful reference can be made to the work of key thinkers such as Hargreaves, Becker, Stanworth, Bowles and Gintis, Young and many others. Evaluation in this mark band will exist but may be limited. (9–12)

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A LEVEL – May/June 2012	9699	33

In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, which at its best, will be detailed leading to a balanced conclusion. (13–16)

**4 (a) (i) Define the term *correspondence principle*. [3]**

- No attempt to define correspondence principle. (0)
- Correspondence principle explained in a simplistic way such as 'being similar'. (1)
- The meaning of correspondence principle is further expanded by showing a wider understanding such as what you do in school is similar to what you will do in work. (2)
- An accurate sociological definition of correspondence principle is given as the way in which the organisation and control in the school mirrors that which appears in the workplace in capitalist societies associated with the work of Bowles and Gintis but this definition does not have to contain examples or names. (3)

**(ii) Identify and briefly describe two ways in which poverty may result in educational disadvantage. [6]**

- Examples include any valid material or cultural disadvantage linked to poverty but if both examples are similar such as two material disadvantages they have to be clearly different to gain both sets of marks. Poor diet leading to poor health and malnutrition are acceptable.
- No examples are offered. (0)
  - An example of a disadvantage is identified such as lack of money but no detail is given to support it. (1)
  - As above plus a limited description of the named disadvantage such as when parents don't have money they can't buy things for their children for school. (2)
  - An example of a disadvantage is identified plus a description that shows accurate sociological understanding and knowledge such as material disadvantage (identification) when children lack the material resources to take part in or stay in education (development). (3)(1 + 2)  
(3 × 2)

**(b) Evaluate the view that cultural factors are the most important influence on educational achievement. [16]**

In this mark band candidates may support or reject the proposition posed in the question uncritically. Others may attempt to describe different types of education systems or different types of culture with little or no reference to the question. Answers in this mark band will be characterised by assertion. (0–4)

In this mark band candidates may offer a supported defence of the proposition posed in the question, this defence can be from theoretical or empirical data. Answers which support the proposition may show confusion between class, culture and ethnicity or interpret culture as just ethnicity. Other types of answers may argue that the proposition is false and support this by describing a different influence such as gender or class. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band. (5–8)

In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. Culture will be interpreted as more than ethnicity. There will be a thorough exploration of both arguments. Not only will there be a focus on culture and such aspects as the failure of white working class males and the very

<b>Page 6</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A LEVEL – May/June 2012</b>	<b>9699</b>	<b>33</b>

different results of different ethnic groups, especially some of the smaller ones, but there will be a consideration of family influences on educational results. Useful reference can be made to the work of key thinkers such as Stanworth, Coard, Fuller, Wright, Willis and Finn amongst many others. Evaluation in this mark band will exist but may be limited. (9–12)

In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, which at its best, will be detailed leading to a balanced conclusion. (13–16)

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

No attempt to define ritual. (0)

Ritual explained in a simplistic way such as 'ways of behaving in church'. (1)

The meaning of ritual further expanded by showing a wider understanding such as religious ceremonies. (2)

An accurate sociological definition of ritual in relation to religion is given as the ceremonies carried out in order to follow a given religion but this definition does not have to contain examples. (3)

**(ii) Identify and briefly describe two functions of religious rituals. [6]**

Examples can include any valid way in which the ritual reinforces the collective conscience or helps to form social solidarity.

No examples are offered. (0)

An example is identified such as keeping the society together but no detail is given to support it. (1)

As above plus a limited description of the example such as by reinforcing the collective conscience and keeping everyone together. (2)

An example is identified plus a description that shows accurate sociological understanding and knowledge such as reinforcing the collective conscience (identification) when by taking part in the same ceremonies and rituals with other members of their culture it brings the members of a community together (development).

(3)(1 + 2)

(3 × 2)

**(b) Evaluate Marxist theories of religion. [16]**

In this mark band candidates may argue that Marxist theories have value or not uncritically. Others may attempt to describe the features of modern society and blame ideas like Marxism for having broken down religion and causing the problems that supposedly exists in society. Answers in this mark band will be characterised by assertion. (0–4)

In this mark band candidates may offer a supported defence of Marxist theories, this defence can be from theoretical or empirical data. Marxist theories will be seen as accurate and the evidence of secularisation seen as evidence supporting them. Other types of answers may argue that the Marxist theories have limitations and support this by functionalist views of the position of religion in society today. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band. (5–8)

In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of both arguments and Marxist theories will be compared to those of functionalists and the theories of Weber. Useful reference can be made to the work of the classical theorists as well as

<b>Page 7</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A LEVEL – May/June 2012</b>	<b>9699</b>	<b>33</b>

Bruce, Taylor, McGuire as well as others. Evaluation in this mark band will exist but may be limited. (9–12)

In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, which at its best, will be detailed leading to a balanced conclusion. (13–16)

**6 (a) (i) Define the term *cultural defence*. [3]**

No attempt to define cultural defence. (0)

Cultural defence explained in a simplistic way such as 'defending yourself'. (1)

The meaning of cultural defence further expanded by showing a wider understanding such as when people of different religions are in conflict and use religion as protection. (2)

An accurate sociological definition of cultural defence is given whereby two groups with different religions are in conflict and religious identity is used to call forth new loyalty which is identified with Steve Bruce but this definition does not have to contain examples. (3)

**(ii) Identify and briefly describe two groups who may use religion as a form of cultural defence. [6]**

Examples may include any minority group which uses religion to protect its self from a hostile majority population.

No examples are offered. (0)

An example of a group is identified such as Afro-Caribbean's but no detail is given to support it. (1)

As above plus a limited description of the named group such as Afro-Caribbean's who keep together through church. (2)

An example of a group is identified plus a description that shows accurate sociological understanding and knowledge such as Afro-Caribbean's in Britain (identification) who use their Pentecostal religion as a sense of identity and to protect them from a hostile world (development). (3)(1 + 2)  
(3 × 2)

**(b) 'Religion has become an important source of cultural identity in an increasingly uncertain world.' Evaluate this claim. [16]**

In this mark band candidates may support or reject the proposition posed in the question uncritically. Others may attempt to describe why it is that people might turn to religion in a world where they may struggle to find a role to play. Answers in this mark band will be characterised by assertion. (0–4)

In this mark band candidates may argue that religion is a source of cultural identity and may take the view that this applies only to ethnic minorities. Other types of answers may argue religion is undertaken for spiritual reasons or that identities come from areas other than religion. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band. (5–8)

In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of both arguments that cultural identity is increasingly being identified with religion as well as the view that religion has other links and identity is formed in different ways. Credit those

<b>Page 8</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A LEVEL – May/June 2012</b>	<b>9699</b>	<b>33</b>

candidates who relate the question to post-modern theory and concepts like spiritual shopping as well as the usefulness of meta-narratives in understanding the post-modern world. Useful reference can be made to key thinkers such as Davie, Modood, Bruce, Herberg, Voas and Crockett and Pryce amongst others. Evaluation in this mark band will exist but may be limited. (9–12)

In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, which at its best, will be detailed leading to a balanced conclusion. (13–16)

**7 (a) (i) Define the term *social stigma*. [3]**

- No attempt to define social stigma. (0)
- Social stigma explained in a simplistic way such as 'a stain'. (1)
- The meaning of social stigma further expanded by showing a wider understanding such as having a bad label attached to someone. (2)
- An accurate sociological definition of social stigma is given as a negative label or mark of disapproval, discredit or shame that attaches to an individual or group and can be used as justification to exclude from the wider society but this definition does not have to contain examples. (3)

**(ii) Identify and briefly describe two sociological examples of how the concept of stigma may be useful in explaining crime and deviance. [6]**

- Examples include any sociological examples or studies that utilise the concept directly or one that describes the amplification of deviance. If the latter is done then it must be clear that the label fits in with the above definition. If two examples are given they must be clearly different to gain full marks for both.
- No examples are offered. (0)
  - An example such as a mugger is identified but no detail is given to support it. (1)
  - As above plus a limited description of the named example such as how the label of a mugger got fixed on black youths by the police. (2)
  - An example is identified plus a description that shows accurate sociological understanding and knowledge such as Hall's Policing the Crisis (identification) which showed how the police fixed characteristics to some ethnic minority groups and targeted them even when they had committed no crime (development). (3)(1 + 2)  
(3 × 2)

**(b) Evaluate the role of the mass media in influencing levels of criminal behaviour. [16]**

In this mark band candidates may argue that the media is or is not responsible for the level of crime and deviance in society. These answers may be accompanied by a few comments about what has been read in the papers or seen on TV. Answers in this mark band will be characterised by assertion or weak reference to studies such as that of Cohen. (0–4)

In this mark band candidates may argue that the mass media does influence levels of criminality from either theoretical or empirical data. Answers may focus on the amplification of deviance and the role of agenda setters and gate keepers. Other types of answers may argue that the mass media has little or no influence and support this with pluralist arguments of how the media reflect what happens or will argue that what is important is other factors. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band. (5–8)



<b>Page 9</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A LEVEL – May/June 2012</b>	<b>9699</b>	<b>33</b>

In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of both arguments that favour the media being a reflection of events as well as Marxist arguments that the media is a part of ISA and as such criminalising some groups and scapegoating others, using the media for diversion when there is a crisis in capitalism. Useful reference can be made to the work of key thinkers such as Young, Cohen, Gerbner, Ditton and Duffy, Soothill and Walby as well as others. Evaluation in this mark band will exist but may be limited. (9–12)

In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, which at its best, will be detailed leading to a balanced conclusion. (13–16)

**8 (a) (i) Define the term *official crime statistics*. [3]**

No attempt to define official crime statistics. (0)

Official crime statistics explained in a simplistic way such as 'official statistics of crime'. (1)

The meaning of official crime statistics further expanded by showing a wider understanding such as statistics collected by the government. (2)

An accurate sociological definition of official crime statistics is given as the figures or numerical data that are compiled by the government or other agency used to target policing and resources but this definition does not have to contain examples. (3)

**(ii) Identify and briefly describe two sources of data about criminal behaviour, apart from crime statistics. [6]**

Examples include any valid collecting of crime statistic by other agencies such as insurance companies, British transport police, self-report studies, British Crime Survey, sociological (and other) research.

No examples are offered. (0)

An example is identified such as insurance companies but no detail is given to support it. (1)

As above plus a limited description of the named example such as insurance companies because people tell them when they have been broken into. (2)

An example is identified plus a description that shows accurate sociological understanding and knowledge such as insurance companies (identification) who keep records of claims that have been made when crimes such as burglary have been committed (development). (3)(1 + 2)

(3 × 2)

**(b) 'Official crime statistics give little indication of the true level of criminality.' Evaluate this claim. [16]**

In this mark band candidates may support or reject the proposition posed in the question uncritically. An agreement is likely to say that the crime statistics give little indication of the nature of crime. If disagreed with, it is because crime statistics have been made up. Others may attempt to describe how the law is enforced with little or no reference to the question. Answers in this mark band will be characterised by assertion. (0–4)

In this mark band candidates may offer a supported defence of the proposition posed in the question, this defence may take the form of doubting the process of recording the crime figures. Other types of answers may argue that the proposition is false because the official

<b>Page 10</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A LEVEL – May/June 2012</b>	<b>9699</b>	<b>33</b>

statistics are accurate and consider the problems of crime statistics. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band. (5–8)

In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a detailed exploration of both the value of official statistics and those other ways of gathering information to check if the statistics are valid. Answers may be supported by reference to the work of Merton, Cohen, Cloward and Ohlin, Croall, Chambliss and Home Office statistics as well as others. Evaluation in this mark band will exist but may be limited. (9–12)

In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, which at its best, will be detailed leading to a balanced conclusion. (13–16)

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

- No attempt to define Taylorism. (0)
- Taylorism explained in a simplistic way such as 'the work of Taylor'. (1)
- The meaning of Taylorism further expanded by showing a wider understanding such as an efficient way of organising work. (2)
- An accurate sociological definition of Taylorism is given as the management style which organises work in the most efficient way. Wages are paid in line with the output of production but this definition does not have to contain examples. (3)

**(ii) Identify and briefly describe two examples of management theory, other than Taylorism. [6]**

- Examples include human relations, post-Fordism and any other valid example but do not allow more than one mark for scientific management. (0)
- No examples are offered. (0)
- An example of a style is identified such as human relations but no detail is given to support it. (1)
- As above plus a limited description of the named style such as human relations management which listens to the work force. (2)
- An example of a style is identified plus a description that shows accurate sociological understanding and knowledge such as the human relations style of management (identification) which tries to work with their work force rather than controlling all decision making (development). (3)(1 + 2)  
(3 × 2)

**(b) Evaluate sociological explanations of industrial conflict. [16]**

In this mark band candidates are likely to outline different forms of industrial conflict with little or no reference to theories or sociological explanations. Others may attempt to describe reasons why workers should not strike with little or no reference to the question. Answers in this mark band will be characterised by assertion. (0–4)

In this mark band candidates should outline at least one explanation for the existence of industrial conflict, maybe a Marxist one based on exploitation. Candidates who note that there may be a debate and refer to more than one theory but who do not develop these ideas mark in the top half of the mark band. (5–8)

Page 11	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A LEVEL – May/June 2012	9699	33

In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of the explanations for the existence of industrial conflict. Useful reference can be made to the work of key thinkers such as Durcan, McCarthy, Edwards and Scullion, Redman as well as many others. Evaluation in this mark band will exist but may be limited. (9–12)

In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, which at its best, will be detailed leading to a balanced conclusion. (13–16)

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

No attempt to define deskilling. (0)

Deskilling explained in a simplistic way such as 'skills being different'. (1)

The meaning of deskilling further expanded by showing a wider understanding such as when work becomes less skilled and boring. (2)

An accurate sociological definition of deskilling is given as the process by which the development of manufacturing and other types of technology takes skill away from the worker and makes his job routine but this definition does not have to contain examples. (3)

**(ii) Identify and briefly describe two occupations that have undergone deskilling. [6]**

Examples include the print industry, computer controlled industries, assembly line, chemical industry and any other valid example. (0)

No examples are offered. (0)

An example of an industry is identified such as the print industry but no detail is given to support it. (1)

As above plus a limited description of the named industry such as the print industry which used to be skilled but now is not. (2)

An example of an industry is identified plus a description that shows accurate sociological understanding and knowledge such as the print industry (identification) which used to be a skilled craft job requiring a long apprenticeship but which is now automated and just requires machine minders (development). (3)(1 + 2)

(3 × 2)

**(b) Evaluate the view that unskilled workers experience higher levels of alienation than other groups of workers. [16]**

In this mark band candidates may support or reject the proposition posed in the question uncritically. Others may attempt to describe what unskilled workers do with little or no reference to the question. Answers in this mark band will be characterised by assertion. (0–4)

In this mark band candidates may offer a supported defence of the proposition posed in the question, this defence can be from theoretical or empirical data. Such answers may rely on the work of Marx on the onset of mechanisation and its consequences. Other types of answers may argue that the proposition is false and support this by arguing that all workers experience difficulties in industrial societies. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band. (5–8)

In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of the arguments. There will be a detailed exploration of the job market in its varying forms and its

Page 12	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A LEVEL – May/June 2012	9699	33

consequences of different groups of workers skilled, unskilled and professional. Useful reference can be made to the work of key thinkers such as Atkinson, Dex and McCullough, Pollert, Braverman, Merton as well as many others. Evaluation in this mark band will exist but may be limited. (9–12)

In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, which at its best, will be detailed leading to a balanced conclusion. (13–16)

**11 (a) (i) Define the term *mass culture*. [3]**

No attempt to define mass culture. (0)

Mass culture explained in a simplistic way such as 'lots of culture'. (1)

The meaning of mass culture further expanded by showing a wider understanding such as the culture that most of the people have. (2)

An accurate sociological definition of mass culture as culture largely devolving from the mass media to a large audience through such media as TV but this definition does not have to contain examples. (3)

**(ii) Identify and briefly describe two types of culture, apart from mass culture. [6]**

Examples can include high culture, low culture, folk culture, subculture, any specific named culture or any other valid example.

No examples are offered. (0)

An example is identified but no detail is given to support it such as sub-culture. (1)

As above plus a limited description of the example such as sub-culture which has differences from main stream culture. (2)

An example is identified plus a description that shows accurate sociological understanding and knowledge such as sub-culture (identification) where a sub set of a culture such as youth have their own distinct values, attitudes and behaviours distinct from the rest of society even though they may share some basic values (development).

(3)(1 + 2)

(3 × 2)

**(b) 'The growth of the mass media is producing a global culture and the elimination of local cultures.' Evaluate this claim. [16]**

In this mark band candidates may support or reject the proposition posed in the question uncritically. Others may attempt to describe why it is bad that the media is having this influence on culture with little or no reference to the question. Answers in this mark band will be characterised by assertion. (0–4)

In this mark band candidates may offer a supported defence of the proposition posed in the question, this defence can be from theoretical or empirical data. Answers which agree will focus on the way in which the media spreads ruling class ideas in this case those of the dominant culture. Other types of answers may argue that the proposition is false and support this by pluralist views of how the media reflects the values of its audience whatever the culture. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band. (5–8)

In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of the arguments that support both the view that the media is eliminating different cultures through

Page 13	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A LEVEL – May/June 2012	9699	33

processes such as Disneyfication but also that there is cultural resistance and digital technologies are creating more opportunities. Useful reference can be made to the work of such key thinkers as Murdock and Golding, GUMG, Windell, McQuail, Chibnall. Credit those who use contemporary examples as well as concepts such as cultural imperialism and cultural hegemony. Evaluation in this mark band will exist but may be limited. (9–12)

In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, which at its best, will be detailed leading to a balanced conclusion. (13–16)

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

No attempt to define audience reception. (0)

Audience reception explained in a simplistic way such as 'the way the audience is received'. (1)

The meaning of audience reception further expanded by showing a wider understanding such as the way in which the listener understands what the message from the media is. (2)

An accurate sociological definition of audience reception is given as the way in which the audience interpret the messages sent out by the media but this definition does not have to contain examples. (3)

**(ii) Identify and briefly describe two ways in which the mass media may serve the needs of the individual. [6]**

Examples include information, aid the political process, education, desensitisation, sensitisation, surveillance, diversion, catharsis, entertainment or any other valid example.

No examples are offered. (0)

An example is identified such as catharsis but no detail is given to support it. (1)

As above plus a limited description of the example such as catharsis when the individual is able to get rid of feelings. (2)

An example is identified plus a description that shows accurate sociological understanding and knowledge such as catharsis (identification) when the individual is able to get rid of feelings they have by watching or listening to items in the media that enable them to work these feelings through (development). (3)(1 + 2)  
(3 × 2)

**(b) 'The messages audiences receive from the mass media directly influence behaviour.' Evaluate this claim. [16]**

In this mark band candidates may support or reject the proposition posed in the question uncritically. Others may attempt to describe examples of the influence the media has with little or no reference to the question. Answers in this mark band will be characterised by assertion. (0–4)

In this mark band candidates may offer a supported defence of the proposition posed in the question, this defence can be from theoretical or empirical data. Answers are likely to focus on the direct way in which audiences can be influenced with use of such theories as the hypodermic syringe model. Other types of answers may argue that the proposition is false and support this by reference to other factors that can influence an audience or more mediated effects. Candidates who note that there may be a debate but who do not develop these ideas mark in the top half of the mark band. (5–8)

<b>Page 14</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A LEVEL – May/June 2012</b>	<b>9699</b>	<b>33</b>

In this band answers will show a more thorough understanding of the question and these will be supported with a good range of material. There will be a thorough exploration of the arguments that attempt to explain the way in which the audience can be influenced. Useful reference can be made to the use of such key thinkers as McQuail, Marcuse, Bandura, Katz and Lazarsfeld, Fiske, Morley, Baudrillard as well as many others. Although use of the way the media influences violent behaviour can be included this should be supported by other factors. Some answers in this band may make little or no reference to the influence of the media on violence. Evaluation in this mark band will exist but may be limited. (9–12)

In this mark band knowledge will be applied with a high degree of accuracy showing a careful analysis of the arguments presented and evaluation, which at its best, will be detailed leading to a balanced conclusion. (13–16)