

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
GCE Advanced Subsidiary Level and GCE Advanced Level

**MARK SCHEME for the May/June 2010 question paper
for the guidance of teachers**

9699 SOCIOLOGY

9699/32

Paper 32 (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.

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

CIE is publishing the mark schemes for the May/June 2010 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2010	9699	32

SECTION 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 may offer one description but which accurately describes both examples (if described but not identified award a maximum of 4)

SECTION B**0–4 marks**

Answers at this level will be characterized 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 implicitly 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.

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2010	9699	32

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

- 0 no attempt to define symmetrical family
- 1 symmetrical family explained in a simplistic way such as 'equal family'
- 2 the meaning of symmetrical family is further expanded by showing wider understanding of either equality or different roles in families, but this may not be linked to sociological examples
- 3 an accurate sociological definition of the term as conjugal roles being equal but different will be offered that may describe issues of power, but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe *two households which are not families*. [6]

Up to 3 marks to be awarded for **each** suitable example, such as friends, single people, couples, communities.

- 0 no example offered
- 1 an example of a household is identified but no detail is offered
- 2 as above plus a limited description of the named example
- 3 an example of a household is identified plus a description that shows accurate sociological understanding

There is no requirement for this part of the answer to contain evaluation.

(b) Evaluate the claim that the nuclear family is universal. [16]

Band 1 0–4

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

Others may offer definitions of different sorts of families or argue that the nuclear family is the most suitable family type with no reference to the universality or not of the nuclear family.

Band 2 5–8

In this band the candidate will either offer a supported defence of the proposition that the nuclear family is universal, or not. This can be supported either by theory or empirical data. There may well be a reliance (or over reliance) on the work of Murdock. In this band answers are likely to be influenced by the work of the functionalists. 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 with a good range of material. Both the possibility of the domination of the nuclear family will be covered as well as examples of other family types which may dominate societies. Credit can be given to candidates who explore the diverse meanings that can be attached to nuclear families. There will be a consideration of diversity and some candidates may well consider the point in debating the issue in a post modern society.

Reference may be made to such key thinkers as Gough, Sheeran, Callahan as well as many 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.

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2010	9699	32

2 (a) (i) Define the term *marital status*. [3]

- 0 no attempt to define marital status
- 1 marital status is explained in a simplistic way such as 'married'
- 2 the meaning of marital status is further expanded by showing wider understanding but this may not be linked to sociological understanding
- 3 an accurate sociological definition of marital status as the social position of husband/wife, married or not is offered but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe *two types of marriage*. [6]

Up to 3 marks to be awarded for **each** example, such as monogamy, polygamy, polygyny, polyandry and same sex.

- 0 no example offered
- 1 an example of a marital structure is identified but no detail is offered
- 2 as above plus a limited description of the identified structure
- 3 an example of a marital structure is identified plus a description that shows accurate sociological understanding

There is no requirement for this answer to contain evaluation.

(b) Evaluate the view that marriage is losing its status in modern industrial societies. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. They may offer a description of divorce trends with no reference to the question. Others may agree with the proposition uncritically about this supposed loss and argue that this is responsible for all the 'problems' in modern society.

Band 2 5–8

In this band candidates will either support or reject the proposition outlined in the question. Answers are most likely to be a supported agreement that marriage has lost its status or a supported defence of the status of marriage in modern 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 mark band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported with a good range of material. There will be a consideration both of the view that marriage has lost its status as well as evidence that it remains popular. To enter this mark band answers must be in the context of modern industrial societies. Useful reference can be made of such key thinkers as Chester, Hart, Gibson and Allan and Crow. Evaluation in this mark band may be implicit.

Band 4 13–16

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

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2010	9699	32

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

- 0 no attempt to define social mobility
- 1 social mobility is explained in a simplistic way such as 'moving'
- 2 the meaning of social mobility is further expanded by showing wider understanding, but this may not be linked to sociological understanding
- 3 an accurate sociological definition of social mobility as the movement up or down the social strata is given, but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe *two ways* in which educational achievement can affect social mobility. [6]

Up to 3 marks to be awarded for **each** example, such as improved life chances, role allocation of class, change of status. Examples can be both up and down.

- 0 no example offered
- 1 an example of mobility is identified but no detail is offered
- 2 as above plus a limited description of the identified mobility
- 3 an example of social mobility is identified, plus a description that shows accurate sociological understanding

There is no requirement for this answer to contain evaluation.

(b) Evaluate the view that education systems in modern industrial societies enable the intelligent to succeed [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may describe the supposed benefits that education bring, and explain the opportunities that may be available for a student who has a 'successful' education.

Band 2 5–8

In this band, answers will either be a supported defence of the proposition or an alternative, answer will be one that disputes the question, most probably from a conflict standpoint. 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 with a good range of material. There will be support for the contention from the view of the functionalists, as well as consideration of a range of other factors that can impact on educational achievement e.g. class, gender and ethnicity. Useful reference can be made of the work of such key thinkers as Halsey, Klineberg, Sugarman, Bourdieu, Stanworth or Coard, as well as many others. Credit those candidates who make reference to the 'New IQISM'(Gillborn and Youdell). 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.

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2010	9699	32

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

- 0 no attempt to define deprivation
- 1 deprivation explained in a simplistic way such as 'doing without'
- 2 the meaning of deprivation is further expanded by showing wider understanding, but this may not be linked to sociological information
- 3 an accurate sociological definition of deprivation as a lack of material or cultural assets in relation to education is given, but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe *two* examples of deprivation that influence educational outcomes. [6]

Up to 3 marks to be awarded for **each** example, such as lack of any material or cultural resources. For the second three marks the example must be clearly different and not very similar, such as lack of books and lack of computers.

- 0 no example offered
- 1 an example of a deprivation is offered
- 2 as above plus a limited description of the deprivation.
- 3 an example of a deprivation is offered plus a description that shows accurate sociological understanding

There is no requirement for this answer to contain evaluation.

(b) Evaluate the view that gender continues to be the most significant influence on educational achievement. [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 how all students can succeed if they try.

Band 2 5–8

In this band the answer will either be a supported defence or challenge to the question. A feminist defence of the question will most likely rely on the work of such theorists as McRobbie and Spender, whereas a challenge to the question will argue that there are many more opportunities for girls in education and tend to rely on the studies of the functionalists. Candidates who note that there may be a debate but who do not develop this should receive a mark at the top of the mark band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported with a good range of material. There will be a developed assessment of a variety of factors. More evaluative answers may raise issues of patriarchy as well as control of the curriculum. There may even be some consideration of the work of Francis and the exclusion of girls from pure sciences. Consideration of subject choices, socialisation and the achievements of boys can also be referred to usefully. 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.

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2010	9699	32

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

- 0 no attempt to define collective conscience in relation to religion
- 1 defined in a simplistic way such as 'being together'
- 2 the meaning of collective conscience is further expanded by showing wider understanding, but this may not be linked to sociological knowledge
- 3 an accurate sociological definition of collective conscience is given as consensus fostered by religion, 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 religion influences social stability. [6]

Up to 3 marks to be awarded for **each** example, such as collective conscience, socialisation into collective culture, reinforcement of norms, disapproval of actions that threaten the system.

- 0 no example offered
- 1 an example of the way in which social stability is developed is identified, but no detail is offered
- 2 as above plus a limited description of the identified example
- 3 an example of social stability is identified, plus a description that shows accurate sociological understanding

There is no requirement for this answer to contain evaluation.

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

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may argue that the problems of the world are caused by society abandoning religion and thereby creating problems that would be cured by careful adherence to religious practices.

Band 2 5–8

In this band there will either be a supported defence of the question or a challenge to it. Evidence can be either from theory or from empirical data but if theory is used it will most likely rely on classical theorists. Candidates who note that there may be a debate but who do not develop this should receive a mark at the top of the mark band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported with a good range of material. The ways in which religion can initiate social change will be explored as well as the ways in which it can operate as a brake. Useful reference can be made to such concepts as fundamentalism and the work of Taylor, as well as the classical theorists and the work of Nelson in tracking the impact of religions in different societies. Evaluation in this mark band may be implicit.

Band 4 13–16

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

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2010	9699	32

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

- 0 no attempt to define disengagement
- 1 disengagement explained in a simplistic way such as 'breaking away'
- 2 the meaning of disengagement is further expanded by showing wider understanding, but this may not be linked to sociological knowledge
- 3 an accurate sociological definition of disengagement as the separating of religion from the state is given, but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe *two* examples of religious disengagement. [6]

Up to 3 marks to be awarded for **each** example, such as disestablishment of official religions, secular schooling.

- 0 no example offered
- 1 an example of disengagement is identified but no detail is offered
- 2 as above plus a limited description of the named disengagement
- 3 an example of disengagement is identified, plus a description that shows accurate sociological understanding of the term

There is no requirement for this answer to contain evaluation.

(b) Evaluate the view that worship is a private activity rather than a public activity 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 and blame the supposed trend towards private worship for the troubles of the modern world.

Band 2 5–8

In this mark band candidates may either offer a supported defence of the question or defend the practise of worship as a continuing feature of some societies. They may well interpret the question as one of secularisation, but if they fail to address the question of worship in their answer they will be confined to this mark 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 mark band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported with a good range of material. Not only will there be a consideration of secularisation but the issue of worship will be directly addressed. Not only will the popularity of mainstream religions in modern industrial societies be directly answered but there will be a consideration of the role of sects and new religious movements. Credit those candidates who note that religion is of growing importance amongst some young people who belong to minority groups in countries such as the UK. Useful reference can be made to such key thinkers as Wallis, Wilson, Bruce and Heelas. 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.

Page 9	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2010	9699	32

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

- 0 no attempt to define deviance
- 1 deviance explained in a simplistic way such as 'being bad'
- 2 the meaning of deviance is further expanded by showing wider understanding, but this may not be linked to sociological knowledge
- 3 an accurate sociological definition of deviance as a divergence from normative behaviour is offered that does not confuse it with crime, but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe *two* examples of deviance from different societies. [6]

Up to 3 marks to be awarded for **each** example, but they must be from different societies either by time or place.

- 0 no example offered
- 1 an example of deviant behaviour is identified but no detail is offered
- 2 as above plus a limited description of the named deviant behaviour
- 3 an example of deviant behaviour is identified, plus a description that shows accurate sociological understanding of the norm that is broken in that society

There is no requirement for this answer to contain evaluation.

(b) Evaluate the view that deviance exists only in the mind of the observer. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may reflect on the reasons why some individuals exhibit deviant behaviour with no reference to the question.

Band 2 5–8

In this mark band there may be some confusion between criminal and deviant behaviour. Answers in this band will be either a supported defence or rejection of the contention in the question. Support can either be from key thinkers such as Becker or by contemporary evidence. Candidates who note that there may be a debate but who do not develop this should receive a mark at the top of the mark band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported with a good range of material. Not only will the work of the labelling theorists be examined but also other theories that explain the nature of deviant activities. Useful reference can be made not only to the work of such key thinkers as Becker and Lemert but also those of such theorists as Young and Pearce. 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.

Page 10	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2010	9699	32

8 (a) (i) Define the term the *dark figure* in relation to crime statistics. [3]

- 0 no attempt to define the dark figure
- 1 the dark figure explained in a simplistic way such as 'hidden'
- 2 the meaning of the dark figure is further expanded by showing wider understanding, but this may not be linked to sociological knowledge
- 3 an accurate sociological definition of the dark figure of crime is identified, but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe *two* reasons why crime statistics may be unreliable. [6]

Up to 3 marks to be awarded for **each** example, such as difficulties in reporting/recording.

- 0 no example offered
- 1 an example of an unreliability is identified but no detail is offered
- 2 as above plus a limited description of the named unreliability
- 3 an example of an unreliability is identified, plus a description that shows accurate sociological understanding

There is no requirement for this answer to contain evaluation.

(b) Evaluate the view that crime rates are linked to locality. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Others may describe the difficulties of living in certain localities.

Band 2 5–8

In this mark band there will either be a supported agreement or disagreement with the question. Some candidates may support the view based on ecological studies whilst others may reject it, accounting for criminal behaviour by looking for other explanations such as sub-cultural ones. Candidates who note that there may be a debate but who do not develop this should receive a mark at the top of the mark band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported with a good range of material. Candidates will clearly show that the explanations that account for criminal activity are complex and that location is one of several explanations. Useful reference can be made to the work of such key thinkers as Pahl, Merton, Taylor, Young, Mazta and many more. 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.

Page 11	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2010	9699	32

9 (a) (i) Define the term *ageism* in relation to work [3]

- 0 no attempt to define ageism
- 1 ageism explained in a simplistic way such as 'getting older'
- 2 the meaning of ageism is further expanded by showing wider understanding but this may not be linked to sociological knowledge
- 3 an accurate sociological definition of ageism as a discriminatory judgement based on age is given but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe *two* examples of government action to prevent ageism in the workplace. [6]

Up to 3 marks to be awarded for **each** example, such as any reference to legal changes, tribunals or state policies towards longevity.

- 0 no example offered
- 1 an example of a state action is identified but no detail is offered
- 2 as above plus a limited description of the state action
- 3 an example of state action is identified plus a description that shows accurate sociological understanding

There is no requirement for this answer to contain evaluation.

(b) Evaluate the view that there is increasing equality in the workplace 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 the supposed benefits of modern employment as compared to the past and ignore the question.

Band 2 5–8

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

Band 3 9–12

Answers show a more thorough understanding of the question and are supported with a good range of material. Candidates may usefully refer to issues of inequality as well as those of equality and unemployment as well as elite self-recruitment. Useful reference can be made to the work of Jackman, Pollert and Gallie. 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.

Page 12	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2010	9699	32

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

- 0 no attempt to define work satisfaction
- 1 explained in a simplistic way such as 'liking work'
- 2 the meaning of work satisfaction is further expanded by showing wider understanding, but this may not be linked to sociological understanding
- 3 an accurate sociological definition of work satisfaction is given, but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe two reasons why employment may fail to provide work satisfaction. [6]

Up to 3 marks to be awarded for **each** example, such as any mundane, repetitive or exploitative work.

- 0 no example offered
- 1 a reason is identified
- 2 as above plus a limited description of the reason
- 3 an example of a relevant reason is identified, plus a description that shows accurate sociological understanding of the causes of lack of satisfaction

There is no requirement for this answer to contain evaluation.

(b) Evaluate the view that technology determines the level of work satisfaction to be found in employment. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may describe how in modern industrial societies employment conditions are improved over those in the past, with no reference to the question.

Band 2 5–8

In this band there will be either a supported acceptance or rejection of the proposition. In this band candidates may look at a range of different jobs and their technologies and if that is all the answer has to be marked at the lower end of the 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 mark band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported with a good range of material. Candidates should clearly demonstrate that the ability to have satisfying as well as unsatisfying work exists in modern industrial societies and link this to the nature of technology. Useful reference can be made to the decline of skilled manual employment and to issues such as alienation. Give credit for the inclusion of such key thinkers as Blauner and Benyon. 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.

Page 13	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2010	9699	32

11 (a) (i) Define the term *ideological state apparatus* in relation to the mass media. [3]

- 0 no attempt to define ideological state apparatus
- 1 ISA explained in a simplistic way such as 'job of the state'
- 2 the meaning of ISA is further expanded by showing wider understanding, but this may not be linked to sociological knowledge
- 3 an accurate sociological definition of ISA in relation to the mass media is given but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe *two* examples of ideological state apparatus other than the mass media. [6]

Up to 3 marks to be awarded for **each** example, such as religion, education, family (controversial but acceptable).

- 0 no example offered
- 1 an example of an ISA is identified but no detail is offered
- 2 as above plus a limited description of the ISA
- 3 an example of an ISA is identified plus a description that shows accurate sociological understanding

There is no requirement for this answer to contain evaluation.

(b) Evaluate the view that the mass media is the most influential factor in the political process. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may well describe political parties or the electoral system, with no reference to the question.

Band 2 5–8

In this band the candidate will either argue that the mass media does or does not influence the political process. They will offer either theoretical or empirical support for their answer. At the top of the mark band there may be a consideration of ideological control. Candidates who note that there may be a debate but who do not develop this should receive a mark at the top of the mark band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported with a good range of material. In this band not only will the candidate outline the argument of the conflict theorists showing manipulative control or hegemony, but there will also be a pluralist evaluation of the political process which may make useful reference to such key thinkers as Whale. Credit can also be given for the inclusion of such theorists as G.M.G. Rosengren and Windal, 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.

Page 14	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2010	9699	32

12 (a) (i) Define the term *desensitisation* in relation to the mass media. [3]

- 0 no attempt to define desensitisation
- 1 desensitisation explained in a simplistic way such as 'not taking notice of the media'
- 2 the meaning of desensitisation is expanded by showing wider understanding, but this may not be linked to sociological information
- 3 an accurate sociological definition of desensitisation as the gradual loss of horror of events brought on by exposure to these events in the media is given, but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe *two* examples, other than desensitisation, of the effects of the mass media on audiences. [6]

Up to 3 marks to be awarded for **each** example, such as disinhibition, educational, entertainment or other relevant effects theory

- 0 no example offered
- 1 an example of an effect is identified but no detail is offered
- 2 as above plus a limited description of the effect
- 3 an example of an effect is identified, plus a description that shows accurate sociological understanding

There is no requirement for this answer to contain evaluation.

(b) Evaluate the view that research has failed to provide a convincing explanation of the effects that violence in the mass media has on audiences. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may describe the ways in which audiences use the media, with no reference to the question.

Band 2 5–8

In this mark band there will be either a supported acceptance or rejection of the proposition. If this is done by describing only one audience effects theory then place the mark at the lower end of the band – if more than one is described, place it at the higher end. Candidates who note that there may be a debate but who do not develop this should receive a mark at the top of the mark band. In this band answers may fail to focus on violence in the media.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported with a good range of material. Not only will there be an accurate assessment of two or more audience effects theories or careful assessment of research but there will be some attempt to outline the difficulties involved in carrying out this type of research. Useful reference can be made to such key thinkers as McQuail, Butcher and Katz and Lazarsfeld. Evaluation in this mark band may be implicit. Candidates will address the difficulty in researching the effects of media violence on audiences.

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.