

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

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.

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

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

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1 (a) (i) Define the term *domestic violence*. [3]

- No attempt to define domestic violence. (0)
Domestic violence explained in a simplistic way such as 'fighting'. (1)
The meaning of domestic violence is further expanded by showing a wider understanding such as when husbands beat their wives or parents beat children. (2)
An accurate sociological definition of domestic violence is given as violence both physical and/or mental used in the home by more powerful members against weaker members of the family and this is usually males on females but it can be the other way around or against the young or elderly; but this definition does not have to contain examples. (3)

(ii) Identify and briefly describe two reasons for the increase in divorce in modern industrial societies. [6]

- Examples include divorce being made easier, quicker and more equal between partners, changing levels of social acceptability, secularisation, state benefits for lone parents or specific examples of laws are given. (0)
No examples are offered. (0)
An example of a change is identified such as the laws have changed but no detail is given to support it. (1)
As above plus a limited description of the named change such as the laws have changed so divorce is much easier to get. (2)
An example of a change is identified plus a description that shows accurate sociological understanding and knowledge such as the laws have changed (identification) it used to be impossible to get divorced without blame but as attitudes changed the laws were changed to reflect this (development). (3)(1 + 2)
(3 × 2)

(b) 'Increasing levels of divorce weaken the institution of the family.' Evaluate this claim. [16]

In this mark band candidates may support or reject the proposition posed in the question uncritically. Others may attempt to argue that rising levels of divorce are responsible for all the supposed ills of modern society and society would be better if divorce levels fell. 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 that divorce does weaken families or argue that families are strengthened because unhappy relationships are able to end. Key thinkers such as Chester are likely to be referred to as well as functionalist theories. Other answers may refer to Fletcher with reference to changing gender expectations of romantic love and companionate relationships. 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 divorce weakens families as well as the point that levels of divorce may strengthen family ties with family of origin. As well as reference to such as Chester and the functionalist theories answers may also consider Marxist theories of divorce and the position of women and the contradictions of capitalism. Divorce may therefore be seen as strengthening matriarchal structures. Evaluation in this mark band will exist but may be limited. (9–12)

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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)

2 (a) (i) Define the term *segregated conjugal roles*. [3]

No attempt to define segregated conjugal roles. (0)

Segregated conjugal roles explained in a simplistic way such as 'doing different tasks/jobs'. (1)

The meaning of segregated conjugal roles is further expanded by showing a wider understanding such as when men and women have different roles in the home. (2)

An accurate sociological definition of segregated conjugal roles is given as when men and women divide the tasks in the home and support the family but may have largely separate social lives, but this definition does not have to contain examples. (3)

(ii) Identify and briefly describe how two family roles have changed in modern industrial societies. [6]

Examples may include women becoming wage earners and changing expectation of the role of daughter or son in the home, been replaced by the state or any other valid example. Allow answers that say that the role of the family has changed but if this reason is used twice the explanations must be different.

No examples are offered. (0)

An example of a role change is identified such as mums go out to work but no detail is given to support it. (1)

As above plus a limited description of the named example more mothers are in paid employment so they have less time at home. (2)

An example of a role change is identified plus a description that shows accurate sociological understanding and knowledge such as mothers are less in the home (identification) as some mothers are now in paid employment and so have less time to spend in the home being a housewife (development). (3)(1 + 2)

(3 × 2)

(b) 'Class is the most significant influence in shaping kinship patterns.' 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 types of families with little or no reference to the question. Other types of answers may argue that the proposition is false and support this by naming another feature such as ethnicity. 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. If supported answers are likely to focus on studies such as Family and Kinship in East London. Other types of answers may argue that the proposition is false and support this by exploring family diversity. 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 class has an impact on family structures, maybe linked to the work of Goode and use values, as well as a range of other factors such as ethnicity, locality, culture and

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religion. Useful reference can be made to the work of key thinkers such as Gough, Rosser and Harris, Willmott and Young and 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)

3 (a) (i) Define the term *compensatory education*. [3]

No attempt to define compensatory education. (0)

Compensatory education explained in a simplistic way such as 'compensating for education'. (1)

The meaning of compensatory education further expanded by showing a wider understanding such as when extra resources are provided for poor pupils. (2)

An accurate sociological definition of compensatory education is given as extra help given to socially disadvantaged groups to help them have equal educational opportunities but this definition does not have to contain examples. (3)

(ii) Identify and briefly describe two examples of compensatory education. [6]

Examples include Sure Start, Head Start, EAZ, action zones, remedial schemes, and any other valid named example from any society.

No examples are offered. (0)

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

As above plus a limited description such as remedial schemes which help children catch up. (2)

An example of a system is identified plus a description that shows accurate sociological understanding and knowledge such as remedial schemes (identification) which are intended to help children who have not kept pace with the rest of their peers to catch up (development). (3)(1 + 2)

(3 × 2)

(b) Evaluate the functionalist theory of education. [16]

In this mark band candidates may support functionalism uncritically. Other answers may attempt to reject it with one or two weak points made from another perspective which will most likely be Marxism. Answers in this mark band will be characterised by assertion. (0–4)

In this mark band candidates may offer a supported defence of functionalism. This defence can be from theoretical or empirical data. The arguments of Davis and Moore may be the underpinning of a defence. Other types of answers may argue that this theory has failed to be convincing and offer another as more representative of what is happening, probably from a Marxist one. 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 not only functionalism and Marxism but other views of the roles and functions of education as well. The issue of meritocracy should be addressed. Useful reference can be made to the work of key thinkers such as Parsons, Bowles and Gintis, Keddie, Coard and Mac An Ghail. Evaluation in this mark band will exist but may be limited. (9–12)

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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 *counter-school culture*. [3]

No attempt to define counter-school culture. (0)

Counter-school culture explained in a simplistic way such as 'pupils' culture'. (1)

The meaning of counter-school culture further expanded by showing a wider understanding such as culture opposed to the school. (2)

An accurate sociological definition of counter-school culture is given as when pupils have developed a sub-culture that is in direct opposition to the culture of the school, but this definition does not have to contain examples. (3)

(ii) Identify and briefly describe one negative and one positive consequence of the self-fulfilling prophecy in education. [6]

Examples of negative effects include academic failure or disruptive behaviour, positive effects include academic success or improving behaviour, or reference to studies. Studies such as Fuller can be used as well as learned helplessness and motivation.

No examples of effects are offered. (0)

An example of an effect is identified such as making you feel good but no detail supports it. (1)

As above plus a limited description such as when teachers make you feel good you work harder. (2)

An example of an effect is identified plus a description that shows accurate sociological understanding and knowledge such as gaining a positive self-image (identification) is one way in which it can work in a positive way because if a child is told frequently enough that they can succeed then they will (development). (3)(1 + 2)

(3 × 2)

(b) Evaluate the extent to which a pupil's sub-culture may influence their educational achievement. [16]

In this mark band candidates may argue that sub-culture may or may not influence educational achievement uncritically. Others may attempt to describe different types of pupil sub-cultures 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 view that sub-culture does influence educational achievements this defence can be from theoretical or empirical data. Wood's typology of pupil sub-cultures (or another example) is likely to be a starting point for an agreement. Other types of answers may argue that sub-culture does not have the most significant influence on achievement and support this by looking at 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)

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 pupil sub-cultures having an influence on educational success but this will be balanced against other factors, such as home and school factors. Useful reference can be made to the work of such key thinkers as Sharpe, Coard, Douglas, Willis, Ball, Finn as well as others. Evaluation in this mark band will exist but may be limited. (9–12)

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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 *religious consumerism*. [3]

- No attempt to define religious consumerism. (0)
- Religious consumerism explained in a simplistic way such as 'buying religion'. (1)
- The meaning of religious consumerism further expanded by showing a wider understanding such as when individuals follow different parts from different religions. (2)
- An accurate sociological definition of religious consumerism is given whereby individuals choose which aspects of religion they will adhere to and frequently mix western and eastern traditions or spiritual shopping and individuals construct their own identity but this definition does not have to contain examples. (3)

(ii) Identify and briefly describe two ways in which religion may fulfil the needs of the individual. [6]

- Examples include answering unanswerable questions, giving comfort, providing social solidarity or any other valid example or reference to such as Malinowski. (0)
- No examples are offered. (0)
- An example is identified such as make a person feel better but no detail is given to support it. (1)
- As above plus a limited description of the named example such as it can make you feel better when someone you love has died. (2)
- An example is identified plus a description that shows accurate sociological understanding and knowledge such as religion can give comfort (identification) as in times of great stress like death an individual who really believes can get solace from thinking that their loved one is safe somewhere else (development). (3)(1 + 2)
(3 × 2)

(b) Evaluate the importance of ethnicity in shaping patterns of worship. [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 from ethnic minorities have higher levels of worship 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 argue that ethnicity is significant and ethnic minorities do have higher levels of worship and support this with statistical data. Other types of answers may argue that the proposition is false and support this by arguing that other factors such as gender are more significant. 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 ethnicity is the most influential factor in gauging patterns of worship and a consideration of the other factors like age, locality, gender and class that may also have an influence. Credit those answers which point out that when these factors combine they may have an important influence. Useful reference can be made to key thinkers such as Modood, Bruce, Herberg and Pryce amongst others. Evaluation in this mark band will exist but may be limited. (9–12)

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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 terms *sacred* and *profane*. [3]

- No attempt to define sacred or profane. (0)
- Sacred and profane explained in a simplistic way such as 'good and bad'. (1)
- The meaning of sacred and profane expanded by showing a wider understanding such as sacred being religious and profane daily life. (2)
- An accurate sociological definition of sacred and profane as the way in which Durkheim divided the world into that which is to do with religion-sacred and everything else-profane. Durkheim may well be referred to in answers but this does not have to be so in order to get full marks as long as understanding of the concepts is clear. (3)

(ii) Identify and briefly describe two problems in measuring the extent of religious belief. [6]

- Examples include understanding private beliefs, interpreting statistics of attendance at places of worship, accuracy of research or any other valid example. (0)
- No examples are offered. (0)
- An example of a problem is identified such as you don't know why people go to church but no detail is given to support it. (1)
- As above plus a limited description of the named problem such as you can't see inside someone's head to know why they go to church. (2)
- An example of a problem is identified plus a description that shows accurate sociological understanding and knowledge such as knowing why people go to church is hard (identification) they may go just to be seen it does not necessarily mean they are religious (development). (3)(1 + 2)
(3 × 2)

(b) 'The growth of new religious movements is a response to rapid social change'. 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 individuals turn to religion when they face problems 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 the proposition posed in the question, this defence can be from theoretical or empirical data. Functionalist theories by thinkers such as Malinowski are likely to be used to explain how individuals use religion. Other types of answers may argue that the proposition is false and there are other reasons why individuals turn to religion such as false class consciousness. 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 detailed explanations why individuals turn to religion and this can be set against a background of religious movements and new age movements. Useful reference can be made to the work of key thinkers such as Parsons, Berger, Heelas, Woodhead, Bruce, Davie, Voas and Crockett as well as many others. Evaluation in this mark band will exist but may be limited. (9–12)

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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 *non-utilitarian crime*. [3]

No attempt to define non-utilitarian crime. (0)

Non-utilitarian crime explained in a simplistic way such as 'not useful crime'. (1)

The meaning of non-utilitarian crime further expanded by showing a wider understanding such as crime that does not have a purpose. (2)

An accurate sociological definition of non-utilitarian crime is given as crime that is committed for reasons other than profit but this definition does not have to contain examples. (3)

(ii) Identify and briefly describe two examples of utilitarian crime. [6]

Examples include any examples of criminal behaviour that profit the perpetrator such as theft, fraud or examples of white collar crime or any other valid reason.

No examples are offered. (0)

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

As above plus a limited description of the named example such as fraud so you get rich. (2)

An example/cause is identified plus a description that shows accurate sociological understanding and knowledge such as fraud (identification) where the individual gains any financial benefit whether financial or any other economic advantage (development). (3)(1 + 2)

(3 × 2)

(b) Evaluate the usefulness of New Right theories in understanding crime and deviance. [16]

In this mark band candidates may support or reject the usefulness of 'New Right' theories uncritically. Others may attempt to describe types of crime 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 either describe the usefulness of New Right theory or reject it. Those that support it may describe the theory. Other types of answers may argue that New Right offers very little in favour of alternative theories. 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 not only of the theories of New Right but also of a range of other theories about the nature of crime and deviance. Useful reference can be made to the work of such key thinkers as Cicourel, Cohen, Miller, Merton, Murray, Young and many more. 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)

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

- No attempt to define organised crime. (0)
- Organised crime explained in a simplistic way such as 'gang crime'. (1)
- The meaning of organised crime further expanded by showing a wider understanding such as crime on a large scale. (2)
- An accurate sociological definition of organised crime is given as crime that is committed that is organised on a large scale and which controls huge assets. Those that run the organisation are frequently distant from the actual crimes. This definition does not have to contain examples but candidates may include such groups as the mafia in their definitions. (3)

(ii) Identify and briefly describe two reasons why white-collar crime is often under-reported. [6]

- Reasons include crimes are not noticed, power of the perpetrator to conceal them, ignored by those in authority, seen as 'victimless'. (0)
- No reasons are offered. (0)
- A reason is identified such as it is victimless but no detail is given to support it. (1)
- As above plus a limited description of the named reason such as it is victimless and so there is no one to report it. (2)
- A reason is identified plus a description that shows accurate sociological understanding and knowledge such as white collar crime is frequently seen as victimless (identification) as there is no one to know it has happened except for the perpetrator there is no one to report it (development). (3)(1 + 2)
(3 × 2)

(b) 'Self report and victim studies tell us more about the nature of crime than other research sources.' 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 different types of crime that people may report on 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 the accuracy of the data when gathered in this form and refer to the dark figure. Other types of answers may argue that official statistics give a better indication of the levels of crime in society. 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 the value of research carried out by self-report and victim studies as opposed to official statistics. Other answers may argue that structuralist or Marxist theories have more to tell us about criminality than the way the statistics are compiled. Answers will be supported by the work of such key theorists as Foucault, Wolfgang, Brookman, Chambliss 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)

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9 (a) (i) Define the term *white-collar worker*. [3]

No attempt to define white-collar worker. (0)

White-collar worker explained in a simplistic way such as 'done by people wearing white collars'. (1)

The meaning of white-collar worker further expanded by showing a wider understanding such as working with head rather than hands. (2)

An accurate sociological definition of white-collar worker is given as any employment from routine clerical to professional non-manual worker that does not include manual labour but this definition does not have to contain examples. (3)

(ii) Identify and briefly describe two ways in which to classify white-collar workers. [6]

Examples include professional, clerical, managerial or any other valid example, do not accept job types.

No examples are offered. (0)

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

As above plus a limited description of the named example such as they are professional so they must pass exams. (2)

An example is identified plus a description that shows accurate sociological understanding and knowledge such as professional jobs (identification) when individuals need to get specific qualifications in order to undertake them (development). (3)(1 + 2)
(3 × 2)

(b) Evaluate the view that changes in the occupational structure have disadvantaged working class males more than other social groups. [16]

In this mark band candidates may support or reject the proposition posed in the question uncritically. Others may attempt to describe the effects of unemployment 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. In this mark band answers are likely to focus on why there is less male employment rather than how the occupational structure has changed. Other types of answers may argue that the proposition is false and that males are still advantaged as compared to other groups. 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 causes of unemployment and which job areas are the most susceptible to fluctuations as well as the accuracy of statistics. Regional factors, age, ethnicity are all factors that can be considered as well as gender. Useful reference can be made to the work of key thinkers such as Marx, Keynes, Jackman, as well as others; good use can also be made of concepts such as statistical massaging, stagflation (inflation without economic growth which may have negative effects on manual labour) and reference to the new right. 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)

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

- No attempt to define work. (0)
- Work explained in a simplistic way such as 'working'. (1)
- The meaning of work further expanded by showing a wider understanding such as what people do to make a living. (2)
- An accurate sociological definition of work is given as activities undertaken in order to survive, in traditional societies monetary payments are rare but these are usual on MIS in the form of wages or salary. However housework is rarely paid. This definition does not have to contain examples. (3)

(ii) Identify and briefly describe two ways in which leisure patterns may be influenced by work. [6]

- Examples include opposition, neutrality or extension or any other valid typology. (0)
 - No examples are offered. (0)
 - An example of an activity is identified such as extension but no detail is given to support it. (1)
 - As above plus a limited description of the named influence such as extension when it is hard to know when work ends and leisure begins. (2)
 - An example of an influence such as extension is identified plus a description that shows accurate sociological understanding and knowledge such as when some individuals use leisure as a means of forwarding their work (identification) such as networking when playing golf and the tasks of work are mixed with leisure activities (development). (3)(1 + 2)
- (3 × 2)

(b) Evaluate sociological views of the relationship between capitalism and leisure. [16]

In this mark band candidates may support or reject the proposition posed in the question uncritically. Others may attempt to describe a range of leisure activities 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 use the model of business to support their arguments and the growth of such companies as Disney. Other types of answers may argue that the proposition is false and support this by looking at other influences on leisure such as class, age, gender or ethnicity. 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 argument that leisure has become commercialised but also that it reflects other trends and can always be seen as an essential part of capitalist development. Useful reference can be made to the work of key thinkers such as Clarke and Critcher, Roberts, Scruton and Bramham, Urry as well as many others; good use can also be made of concepts such as simulacra, cultural diversity, and heritage as well as leisure quangos. 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)

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

- No attempt to define mass media. (0)
- Mass media explained in a simplistic way such as 'TV'. (1)
- The meaning of mass media further expanded by showing a wider understanding such as TV when there is a large audience watching at the same time. (2)
- An accurate sociological definition of mass media is given as forms of communication designed for the consumption of mass audiences e.g. newspapers, magazines, radio, TV, cinema but this definition does not have to contain examples. (3)

(ii) Identify and briefly describe two ways in which the presentation of media content can influence the audience. [6]

Examples include any positive or negative way in which media content/images are presented in order to influence an audience. Marks can be awarded for inclusion of such work as that of the GUMG.

- No examples are offered. (0)
- An example of a way of presentation or an image is identified such as you can make a thing look good or bad but no detail is given to support it. (1)
- As above plus a limited description of the named example such as you can make a thing look good or bad by the words you use. (2)
- An example of an image or way of presentation is identified plus a description that shows accurate sociological understanding and knowledge such as you can make an event look good or bad as according to the GUMG (identification) the way in which the media present images and interviews leads the audience to take a positive or negative view of what they are watching, reading or listening to (development). (3)(1 + 2)
(3 × 2)

(b) Evaluate the factors that influence the content of the mass media. [16]

In this mark band candidates will offer one or two uncritical points about what may influence the content of the mass media. Others may attempt to describe what media organisations are 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 some points about the factors that influence the content of the media. At the bottom of the mark band such answers are likely to be characterised by reference to audiences and what they like to watch. Towards the top of the band they will make some reference to pluralist/Marxist views. 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 those who operate the media are free to do so and only constrained by their audience, against those who see the media as a form of ISA. Such issues as the logic of capitalism, interpretive community, organisational factors such as structure and agency can be referred to with credit. Useful reference can be made to the work of such key thinkers as Philo and the GMG, Bagdikian, Tunstall, Murdoch, Bignell as well as others. Concepts such as frequency can be used with credit. Evaluation in this mark band will exist but may be limited. (9–12)

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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 *media sensationalism*. [3]

No attempt to define media sensationalism. (0)

Media sensationalism explained in a simplistic way such as 'the media being sensationalist'. (1)

The meaning of media sensationalism further expanded by showing a wider understanding when the papers make a big deal out of events. (2)

An accurate sociological definition of media sensationalism is given as the way in which the media, primarily the press, overblow events which frequently lack newsworthiness but this definition does not have to contain examples. (3)

(ii) Identify and briefly describe two examples of media sensationalism. [6]

Examples include news, human interest or any other form of presentation that has sensationalised events. Examples can be specific, such as the death of Diana, or generic such as exaggeration.

No examples are offered. (0)

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

As above plus a limited description of the named example such as stories about stars that are exaggerated and put on the front page. (2)

An example is identified plus a description that shows accurate sociological understanding and knowledge such as human interest stories (identification) when the media concentrate on the private lives of media personalities rather than the events that have happened (development). (3)(1 + 2)

(3 × 2)

(b) Evaluate the view that the mass media are used as a tool in the ideological control of the working class. (16)

In this mark band candidates may support the proposition posed in the question uncritically. Others may attempt reject it and argue that the media is free. 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. Most evidence is likely to be from a Marxist perspective and those candidates who reject the proposition are most likely to do so from the pluralist view. 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 the media do act as a means of ideological control and both manipulation and hegemony are likely to be explored as well as the view of the pluralists. Useful reference can be made to key thinkers such as Whale, GMG, Windell, McQuail, Fiske, Morley and many others. Reward candidates who make reference to the ISA. Evaluation in this mark band will exist but may be limited. (9–12)

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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)