

## **MARK SCHEME for the October/November 2007 question paper**

<b>9699/03</b>	<b>9699 SOCIOLOGY</b> 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.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

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 October/November 2007 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

<b>Page 2</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A/AS LEVEL – October/November 2007</b>	<b>9699</b>	<b>03</b>

### General Mark Bands

#### 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.

#### 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 implicit rather than explicitly stated; for example, the appropriate juxtaposition of contrasting arguments and theories is a form of implicit evaluation.
- 13–16 marks: Answers will demonstrate a high level of knowledge and understanding. There will be little if any, inaccuracy and reference will be made to a wide range of relevant studies and thinkers. All aspects of the question will be addressed in reasonable detail. The analysis will be balanced, logical and incisive. There will be some explicit evaluation and conclusions will be clear and coherent. At the higher end of the mark band, we should expect to see evidence of originality and sophistication in the presentation of arguments, the treatment of theoretical perspectives, and the conclusions drawn. If all of these elements are present a mark of 16 should be awarded.

<b>Page 3</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A/AS LEVEL – October/November 2007</b>	<b>9699</b>	<b>03</b>

**1 (a) (i) Define the term household [3]**

- 0 No attempt to define household.
- 1 Household explained in a simplistic way such as ‘a place where people live.’
- 2 The meaning of household further expanded by showing wider understanding but this may show confusion between family and household.
- 3 An accurate sociological definition of household that shows the candidate has clear understanding and there is no confusion between family and household.

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

Up to 3 marks to be awarded for **each** example of any group living in co-operation in one residence.

- 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 view that in modern industrial societies family life is characterised by diversity. [16]**

**Band 1 0–4**

In this mark band candidates may wish to support or reject the proposition uncritically. Others may attempt answers characterised by descriptions of families that neglect the issue of diversity. Others may describe families in traditional societies with no reference to the question.

**Band 2 5–8**

In this band the candidate are most likely to offer support of the proposition and this may be supported by empirical data. Others may argue that modern industrial societies are characterised by diversity. Those candidates who note that there may be exceptions but who do not develop the debate 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 a thorough exploration of both the arguments for the dominance of nuclear family forms in modern industrial societies as well as the nature of diversity. Key thinkers such as Parsons and the Rapaports may be referred to as well as consideration of issues such as migration and cultural diversity. 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.

<b>Page 4</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A/AS LEVEL – October/November 2007</b>	<b>9699</b>	<b>03</b>

**2 (a) (i) Define the term canalization** **[3]**

- 0 No attempt to define canalisation.
- 1 Canalisation is explained in a simplistic way such as ‘treatment’.
- 2 The meaning of canalisation is further expanded by showing wider understanding but this may not be linked to sociological understanding.
- 3 An accurate sociological definition of canalisation is given but this may be purely theoretical and does not have to contain examples.

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

Up to 3 marks to be awarded for **each** example such as direction to different objects, opportunities or roles for different genders.

- 0 No example offered.
- 1 An example of canalisation is identified but no detail is offered.
- 2 As above plus a limited description of canalisation.
- 3 An example of canalisation 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 in modern industrial societies family life is no longer patriarchal.** **[16]**

**Band 1 0–4**

In this mark band candidates may wish to support or reject the proposition uncritically. They may offer an explanation as to why societies should or should not be patriarchal. Others may confuse modern industrial societies with traditional ones and if that is all the answer contains then mark in this band.

**Band 2 5–8**

In this band candidates will either support or reject the proposition outlined in the question. Reference may be made to either the Functionalist views of increasing equality or the Feminist rejection of this. Also place in this band answers that confuse patriarchy in the family to patriarchy in society. Candidates who note that there may be a debate but who do not develop this 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 should be a description of egalitarian trends in this mark band as well as juxtaposition with feminist views. Candidates will focus on the existence or not of patriarchy within the family. Reference may be made to such key thinkers as Young and Wilmott, Oakley and Barratt and McIntosh. 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.

<b>Page 5</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A/AS LEVEL – October/November 2007</b>	<b>9699</b>	<b>03</b>

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

- 0 No attempt to define cultural capital.
- 1 Cultural capital is explained in a simplistic way such as 'having culture'.
- 2 The meaning of cultural capital further expanded by showing wider understanding but this may not be linked to sociological understanding.
- 3 An accurate sociological definition of cultural capital is given but this may be purely theoretical and does not have to contain examples.

**(ii) Identify and briefly describe two examples of cultural capital in relation to education. [6]**

Up to 3 marks to be awarded for **each** example such as control of knowledge, high status, elite self recruitment.

- 0 No example offered.
- 1 An example of cultural capital is identified but no detail is offered.
- 2 As above plus a limited description of cultural capital.
- 3 An example of cultural capital 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 most significant influence on educational achievement is social class. [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 to be gained by obtaining an education.

**Band 2 5–8**

In this band answers will either be a supported defence or rejection of the proposition that may offer evidence from Marxist theorists or from studies such as that of Heath. An alternative answer will be one that disputes the question most probably from a Functionalist view most probably quoting as evidence such key thinkers as Davis and Moore. Candidates who note that there may be a debate but who do not develop this 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 a consideration of a range of factors that not only consider the influence of class on attainment but will also consider other factors such as ethnicity and gender as well as factors both within and outside of school on levels of attainment. 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.

<b>Page 6</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A/AS LEVEL – October/November 2007</b>	<b>9699</b>	<b>03</b>

**4 (a) (i) Define the term hidden curriculum. [3]**

- 0 No attempt to define hidden curriculum.
- 1 Hidden curriculum explained in a simplistic way such as ‘the curriculum that you cannot see’.
- 2 The meaning of hidden curriculum further expanded by showing wider understanding but this may not be linked to sociological evidence.
- 3 An accurate sociological definition of hidden curriculum is given but this may be purely theoretical and does not have to contain examples.

**(ii) Identify and briefly describe two examples of the way the hidden curriculum can influence educational achievements. [6]**

Up to 3 marks to be awarded for **each** example such as racist and sexist attitudes or the nature and application of the rules.

- 0 No example offered.
- 1 An example of the hidden curriculum is offered.
- 2 As above plus a limited description of the hidden curriculum.
- 3 An example of the hidden curriculum is offered plus a description that shows accurate sociological understanding.

There is no requirement for this answer to contain evaluation.

**(b) Evaluate the claim that girls are disadvantaged in the education system 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 ignore the question and explain why education must be equal for all, or not.

**Band 2 5–8**

In this band the answer will either be a supported defence or challenge to the question. One view may quote Functionalist evidence of growing meritocracy and opportunity for all. An alternative view may highlight the differences between the education of males and females in modern industrial societies. Candidates who note that there may be a debate but who do not develop this 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 the education of boys and girls in modern industrial societies that both notes the changes that have occurred in recent times and also show the complexity in assessing achievements between these two groups. The work of such key thinkers as Lobban, Berlotti and Sharpe may be referred to as well as that of Parsons. 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.

<b>Page 7</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A/AS LEVEL – October/November 2007</b>	<b>9699</b>	<b>03</b>

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

- 0 No attempt to define religious disenchantment.
- 1 Religious disenchantment defined in a simplistic way such as 'people no longer believe in ritual'.
- 2 The meaning of religious disenchantment further expanded by showing wider understanding but this may not be linked to sociological knowledge.
- 3 An accurate sociological definition of religious disenchantment but this may be purely theoretical and does not have to contain examples.

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

Up to 3 marks to be awarded for **each** example such as loss of magic, faith, spirituality in religion.

- 0 No example offered.
- 1 An example of religious disenchantment is identified but no detail is offered.
- 2 As above plus a limited description of religious disenchantment is identified.
- 3 An example of religious disenchantment 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 in modern industrial societies religious observance is practised primarily by the marginalized. [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 not following 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 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 consider the groups that either do or do not follow forms of religious observance. There may be some consideration of the meaning of religious observance. Candidates may gain credit by considering the arguments of the secularisation debate but this must focus on religious observance rather than issues of power to gain credit. Key thinkers such as Weber, Parsons, Casanova, Bruce and Davie may feature amongst those referred to by candidates. 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.

<b>Page 8</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A/AS LEVEL – October/November 2007</b>	<b>9699</b>	<b>03</b>

**6 (a) (i) Define the term religious pluralism. [3]**

- 0 No attempt to define religious pluralism such as toleration of other religious groups, the ability to change religion within a society, ecumenicalism.
- 1 Religious pluralism explained in a simplistic way such as 'lots of religion'.
- 2 The meaning of religious pluralism further expanded by showing wider understanding but this may not be linked sociological knowledge.
- 3 An accurate sociological definition of religious pluralism but this may be purely theoretical and does not have to contain examples.

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

Up to 3 marks to be awarded for **each** example that demonstrates understanding the examples must reflect the existence of different religious groups in different societies to gain both sets of marks.

No example offered

- 1 An example of religious pluralism is identified but no detail is offered.
- 2 As above plus a limited description of religious pluralism.
- 3 An example of religious pluralism 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 in modern industrial societies religious organisations no longer have any power. [16]**

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. There may be answers that simply list the supposed benefits of religion or explain how they suffer when it is lost.

Band 2 5–8

In this mark band candidates may either offer a supported acceptance or rejection of the proposition. Religious power may be interpreted in a variety of ways such as individual faith, influence over the state or religious movements. In this band reference to key thinkers is likely to be limited to the classical ones. Candidates who note that there may be a debate but who do not develop this 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 the nature of 'organisations' and 'power' but also a comparison between modern industrial societies and the past. Credit can be given for valid reference to N.R.Ms but also the use of such key thinkers as Glock and Stark, Wallis, Barker, Shiner and 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.



<b>Page 9</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A/AS LEVEL – October/November 2007</b>	<b>9699</b>	<b>03</b>

7 (a) (i) **Define the term white collar crime.** [3]

- 0 No attempt to define white collar crime.
- 1 The meaning of white collar crime explained in a simplistic way such as 'clean crime'.
- 2 The meaning of white collar crime further expanded by showing wider understanding but this may not be linked to sociological knowledge.
- 3 An accurate sociological definition of white collar crime but this may be purely theoretical and does not have to contain examples.

(ii) **Identify and briefly describe two examples of white collar crime.** [6]

Up to 3 marks to be awarded for **each** example such as fraud, embezzlement, insider trading.

- 0 No example offered.
- 1 An example of white collar crime is identified but no detail is offered.
- 2 As above plus a limited description of how the crime is organised.
- 3 An example of white collar crime is identified plus a description that shows accurate sociological understanding, this can be done by reference to sociological studies.

There is no requirement for this answer to contain evaluation.

(b) **Evaluate the view that in modern industrial societies criminal behaviour is primarily a working class activity.** [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Others may offer uncritical explanations as to why working class people are responsible for crime.

Band 2 5–8

In this mark band there may be uncritical support for the contention, answers may be characterised by references to crime rates in relation to recorded crime and those who commit it. In this band there may be some confusion between crime and deviance. Candidates who note that there may be a debate, or those who identify different social groups, but who do not develop this 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 an explanation of working class crime which may include reference to the work of such theorist as Matza and his theory of drift. Candidates may also usefully make reference to the forces of law and order and those who have the power to make certain acts illegal as well as the work of such theorists as Sutherland. Evaluation in this mark band may be implicit.

Band 4 13–16

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

Page 10	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL – October/November 2007	9699	03

8 (a) (i) Define the term labelling. [3]

- 0 No attempt to define labelling.
- 1 Labelling explained in a simplistic way such as 'a name'.
- 2 The meaning of labelling further expanded by showing wider understanding but this may not be linked to sociological knowledge.
- 3 An accurate sociological definition of labelling but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two examples of labelling in relation to crime and deviance. [6]

Up to 3 marks to be awarded for **each** example of labelling in relation to crime or deviance.

- 0 No example offered.
- 1 An example of labelling is identified but no detail is offered.
- 2 As above plus a limited description of labelling.
- 3 An example of labelling 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 official statistics tell us more about the processes of law enforcement than they do about who commits crime. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Others may explain why individuals should not commit crime.

Band 2 5–8

In this mark band there will either be a supported agreement or disagreement with the question. Some candidates may begin to question the value of statistics and the processes involved in collating statistics. Others may argue that to be a statistic a criminal act has to take place. Candidates who do both but who do not develop these points 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 process of gathering statistics is linked to those who have the power to make and enforce laws. Candidates may gain credit by exploring the way the law and enforcement deal with different groups and the negotiation of justice. Credit the use of such key thinkers as Cicourel, Chambliss, Snider as well as 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.

<b>Page 11</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A/AS LEVEL – October/November 2007</b>	<b>9699</b>	<b>03</b>

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

- 0 No attempt to define work.
- 1 Work explained in a simplistic way such as ‘what you do’.
- 2 The meaning of work further expanded by showing wider understanding but this may not be linked to sociological knowledge.
- 3 An accurate sociological definition of work as a social construct, defined by time and place.

**(ii) Identify and briefly describe two examples of the way that patterns of employment are changing in modern industrial societies. [6]**

Up to 3 marks to be awarded for **each** example such as occupation, employment, job, economic survival.

- 0 No example offered.
- 1 An example of work is identified but no detail is offered.
- 2 As above plus a limited description of work.
- 3 An example of work is identified plus a description that shows accurate sociological understanding.

There is no requirement for this answer to contain evaluation.

**(b) Evaluate the post-industrial society thesis. [16]**

**Band 1 0–4**

In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may just describe industrial or post industrial societies.

**Band 2 5–8**

In this band the candidate will either accept or reject the proposition but their answer will be supported by reference to such key thinkers as Bell. Candidates may make some reference to the changing nature of the workforce. Candidates who note that there may be a debate but who do not develop this 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. Not only will there be the changing nature of the workforce outlined but also the mainly Marxist critique of it with reference made to such theorists as Gershuny but also alternative theories such as Post Fordism can be credited. 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	Syllabus	Paper
	GCE A/AS LEVEL – October/November 2007	9699	03

10 (a) (i) Define the term industrial conflict. [3]

- 0 No attempt to define industrial conflict.
- 1 Industrial conflict explained in a simplistic way such as 'conflict in industry'.
- 2 The meaning of industrial conflict further expanded by showing wider understanding but this may not be linked to sociological understanding.
- 3 An accurate sociological definition of industrial conflict is given but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two examples of industrial conflict. [6]

Up to 3 marks to be awarded for **each** example such as strike, work to rule, agitation, sabotage.

- 0 No example offered.
- 1 An example of industrial conflict is identified but is not developed.
- 2 As above plus a limited description of industrial conflict.
- 3 An example of industrial conflict 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 modern management systems have made industrial conflict unnecessary. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may describe types of industrial conflict.

Band 2 5–8

In this band there will be either a supported acceptance or rejection of the proposition. Candidates will either argue that modern working practices are so improved that work is now satisfying and non-exploitative and conflict is therefore unnecessary or that repression remains and therefore so does conflict. Those candidates who do both but not develop the points 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 explore the nature of alienation and examine the views of a variety of theorists such as Blauner, Gallie, Mallet, Benyon as well as the Human Relations approach to work. Candidates may usefully explore the position of trade unions. 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.

<b>Page 13</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A/AS LEVEL – October/November 2007</b>	<b>9699</b>	<b>03</b>

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

- 0 No attempt to define media representation.
- 1 Media representation explained in a simplistic way such as ‘pictures on the TV’.
- 2 The meaning of media representation further expanded by showing wider understanding but this may not be linked to sociological knowledge.
- 3 An accurate sociological definition of media representation is given but this can be purely theoretical and does not have to contain examples.

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

Up to 3 marks to be awarded for **each** example of an individual representation, most of these are likely to be based on gender, ethnicity, age or disability.

- 0 No example offered.
- 1 An example of a media representation is identified but no detail is offered.
- 2 As above plus a limited description of a media representation.
- 3 An example of a media representation 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 reflect the views of all groups in society. [16]**

**Band 1 0–4**

In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may well describe different types of media/audiences.

**Band 2 5–8**

In this band the candidate will either argue that the mass media does or does not reflect all groups. This will most likely take the form of the Pluralist/Marxist debate. Candidates who note both but who do not develop these 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 arguments of the Pluralists that all groups are represented as the agenda is consumer driven but also a range of Marxist views based on ownership and control. The views of key thinkers such as Gramsci, Tunstall, GMG, Whale and others can be credited. 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.

<b>Page 14</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A/AS LEVEL – October/November 2007</b>	<b>9699</b>	<b>03</b>

**12 (a) (i) Define the term content analysis. [3]**

- 0 No attempt to define content analysis as the objective, systematic and quantitative analysis of media communications.
- 1 Content analysis explained in a simplistic way such as 'counting the content in the media'.
- 2 The meaning of content analysis expanded by showing wider understanding but this may not be linked to sociological information.
- 3 An accurate sociological definition of content analysis given but this may be purely theoretical and does not have to contain examples.

**(ii) Identify and briefly describe two methods of researching the media other than content analysis. [6]**

Up to 3 marks to be awarded for **each** example such as ethnographic, laboratory studies, interviews.

- 0 No example offered.
- 1 An example of research is identified but no detail is offered.
- 2 As above plus a limited description of the research.
- 3 An example of research is identified plus a description that shows accurate sociological understanding.

There is no requirement for this answer to contain evaluation.

**(b) Evaluate the usefulness of the hypodermic syringe model in explaining the effects of the mass media in modern industrial societies. [16]**

**Band 1 0–4**

In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may describe the way in which the media may influence society.

**Band 2 5–8**

In this mark band there will be either a supported acceptance or rejection of the proposition. Support will most likely show how direct the influence may be and could offer as evidence such as the War of the Worlds and the work of such theorists as Belson or Bandura. On the other hand candidates may reject that in favour of an alternative theory. Candidates who note that there may be a debate but who do not develop this 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. Not only will there be an accurate explanation of the Hypodermic Syringe Model but this will be set against a range of other theories that include the Two Step Flow Model, Uses and Gratifications, Interpretivist and Cultural Effect Theories. 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.