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MARK SCHEME

Maximum Mark: 75

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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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

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This document consists of **18** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Question	Answer	Marks
1(a)	Explain how language use may influence which pupils succeed in education. 0–4 At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. An attempt to discuss factors influencing education success, with no clear links to language, would be worth up to 2 marks. A few simple points about the relationship between language and educational success would fit the upper part of the band. 5–9 At this level, there will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A sound account of a few features of the relationship between language and educational success would be worth up to 7 marks. To go higher, the accounts would have to be more detailed and/or cover a wider range of points. Good answers are likely to draw on the work of Bernstein, Bourdieu, Lobban, Labov, Althusser, Bowles and Gintis, Willis, though the links may be implicit. Concepts that might be used in a high scoring answer include restricted and elaborated language codes, social learning, habitus, cultural capital, labelling, streaming, teacher expectations.	9

Question	Answer	Marks
1(b)	‘Schools are agents of ideological control’. Assess this view. 0–6 At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few observations about the role of schools, with no clear links to ideological control, would be worth up to 3 marks. An attempt to define the concept of ideological control, with no further development, would fit the higher part of the band. 7–11 Answers at this level will provide a sound account of the relationship between schools and ideological control. There will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A few points about how schools may or may not contribute to ideological control would be worth up to 9 marks. To go higher, the explanations offered will be more detailed and/or a wider range of relevant points will be covered. There may be little or no attempt at assessment at this level. 12–16 Answers that fit this band will demonstrate a good understanding of the relationship between schools and ideological control. There will also be an assessment of the view on which the question is based. Lower in the band, the assessment is likely to be based on juxtaposition of different views about the role of schools in contributing to social order. To go higher, the assessment must be directly focused on analysing the extent to which schools are agents of ideological control. Good answers may consider a range of Marxist contributions to the debate about the role of schools, including Althusser, Bowles and Gintis, and Bourdieu. High quality responses might distinguish between different types of schools and/or different pupils groups in assessing the extent to which schools are agents of ideological control. Answers at this level must achieve three things: First: there will be good sociological knowledge and understanding. Second: the material used will be interpreted accurately and applied effectively to answering the question. Third: there must also be some evidence of assessment.	16

Question	Answer	Marks
2(a)	Explain how material deprivation may lead to educational underachievement. 0–4 At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. An attempt to define material deprivation, with no further development, would be worth up to 2 marks. A few simple points about why material deprivation may lead to educational underachievement would fit the upper part of the band. 5–9 At this level, there will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A sound account of a few links between material deprivation may lead to educational underachievement would be worth up to 7 marks. To go higher, the account would have to be more detailed and/or cover a wider range of points. Good answers are likely to draw on the work of Douglas, Mac an Ghail, Westergaard and Resler, Young, Willis, though the links may be implicit. Concepts that might be used in a high scoring answer include social inequality, marketisation, poverty, social exclusion.	9

Question	Answer	Marks
2(b)	‘Compensatory education is the most effective way of helping working class pupils to succeed in school’. Assess this view. 0–6 At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few observations about compensatory, with no further links to the question, would be worth up to 3 marks. An account of the problems facing working class pupils in achieving educational success, with no reference to compensatory education, would fit the higher part of the band. 7–11 Answers at this level will provide a sound account of the role of compensatory education in helping working class pupils to succeed in school. There will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A few points about how compensatory education may help working class pupils to succeed in school would be worth up to 9 marks. To go higher, the explanations offered will be more detailed and/or a wider range of relevant points will be covered. There may be little or no attempt at assessment at this level. 12–16 Answers that fit this band will demonstrate a good understanding of the role of compensatory education in helping working class pupils to succeed in school. There will also be an assessment of the view on which the question is based. Lower in the band, the assessment is likely to be based on juxtaposition of different theories of the obstacles to working class pupils achieving educational success. To go higher, the assessment must be directly focused on discussing whether compensatory education is the most effective way of helping working class pupils to succeed in school. Answers at this level must achieve three things: First: there will be good sociological knowledge and understanding. Second: the material used will be interpreted accurately and applied effectively to answering the question. Third: there must also be some evidence of assessment.	16

Question	Answer	Marks
3(a)	Explain the limitations of convergence theory. 0–4 At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. An attempt to explain what is meant by convergence theory, with no further development, would be worth up to 2 marks. A few simple points about the limitations of convergence theory would fit the upper part of the band. 5–9 At this level, there will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A sound account of a few limitations of convergence theory would be worth up to 7 marks. To go higher, the account would have to be more detailed and/or cover a wider range of points. Good answers are likely to draw on the work of modernisation theorists such as Rostow, though the links may be implicit. Concepts that might be used in a high scoring answer include stages of growth, proto-industrialisation, democratic transition, determinism, social exploitation.	9

Question	Answer	Marks
3(b)	‘Dependency theories overestimate the extent to which developing societies are dominated by developed societies.’ Assess this view. 0–6 At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few observations about the problems of developing societies, with no links to dependency theories, would be worth up to 3 marks. An attempt to define what is meant by dependency theory, with no further development, would fit the higher part of the band. 7–11 Answers at this level will provide a sound account of dependency theories of development. There will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A few basic points about how developing societies may be dominated by their relationships with developed societies would be worth up to 9 marks. To go higher, the explanations offered will be more detailed and/or a wider range of relevant points will be covered. There may be little or no attempt at assessment at this level. 12–16 Answers that fit this band will demonstrate a good understanding of dependency theories of development. There will also be an assessment of the view on which the question is based. Lower in the band, the assessment is likely to be based on juxtaposition of different theories of development, including dependency theories. To go higher, the assessment must be directly focused on discussing whether dependency theories overestimate the extent to which developing societies are dominated by developed societies. Good answers may consider different strands of dependency theory, perhaps distinguishing between colonial and post-colonial dependence. Examples of successful decolonialisation may be used to challenge the idea that developing societies are dominated by developed societies. The determinism and reductionism in dependency theories might also be noted in high quality answers. Answers at this level must achieve three things: First: there will be good sociological knowledge and understanding. Second: the material used will be interpreted accurately and applied effectively to answering the question. Third: there must also be some evidence of assessment.	16

Question	Answer	Marks
4(a)	Explain the main types of aid for developing societies. 0–4 At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. An attempt to define what is meant by aid in general, with no further development, would be worth up to 2 marks. A few simple points about particular types of aid (multilateral, humanitarian, military assistance, bilateral, etc.) would fit the upper part of the band. 5–9 At this level, there will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A sound account of a few types of aid would be worth up to 7 marks. To go higher, the account would have to be more detailed and/or cover a wider range of points. Good answers may include examples of particular aid programmes or aid organisations. Concepts that might be used in a high scoring answer include bilateral aid, multilateral aid, public aid, private aid, trade as aid, repayable and non-repayable finance.	9

Question	Answer	Marks
4(b)	‘The poor remain in poverty because they are powerless to change their situation.’ Assess this view. 0–6 At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few observations about the nature of poverty, with no further links to the question, would be worth up to 3 marks. A simple account of some factors that contribute to poverty would fit the higher part of the band. 7–11 Answers at this level will provide a sound account of different explanations of poverty. There will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A few points about the difficulties that the poor may face in escaping poverty would be worth up to 9 marks. To go higher, the explanations offered will be more detailed and/or a wider range of relevant points will be covered. There may be little or no attempt at assessment at this level. 12–16 Answers that fit this band will demonstrate a good understanding of different theories of poverty. There will also be an assessment of the view on which the question is based. Lower in the band, the assessment is likely to be based on juxtaposition of different theories of the causes of poverty. To go higher, the assessment must be directly focused on whether the poor remain in poverty because they are powerless to change their situation. Good answers may distinguish between structural and cultural theories of poverty, perhaps arguing that structural explanations indicate that the poor are trapped in poverty by factors that are largely beyond their control. High quality responses might also distinguish between the positions of the poor in different societies (developed and developing, for example) and may use empirical evidence to support the discussion. Answers at this level must achieve three things: First: there will be good sociological knowledge and understanding. Second: the material used will be interpreted accurately and applied effectively to answering the question. Third: there must also be some evidence of assessment.	16

Question	Answer	Marks
5(a)	Explain the impact of globalisation on media ownership and control. 0–4 At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. An attempt to define globalisation, with no further development, would be worth up to 2 marks. A few simple points about media ownership and control today would fit the upper part of the band. 5–9 At this level, there will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. An account of a few ways in which globalisation has impacted on media ownership and control would be worth up to 7 marks. To go higher, the account would have to be more detailed and/or cover a wider range of points. Good answers are likely to demonstrate a sound understanding of the nature of globalisation. Concepts that might be used in a high scoring answer include conglomeration, multi-media, cross-media corporations, digitisation, media manipulation, hegemony.	9

Question	Answer	Marks
5(b)	‘The ruling class use the media to control public opinion’. Assess this view. 0–6 At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few observations about influences on public opinion, with no links to the media specifically, would be worth up to 3 marks. An account of how the ruling class may control media content would fit the higher part of the band. 7–11 Answers at this level will provide a sound account of the relationship between the ruling class and the use of the media to control public opinion. There will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A few points about how the ruling class may use the media to control public opinion would be worth up to 9 marks. To go higher, the explanations offered will be more detailed and/or a wider range of relevant points will be covered. There may be little or no attempt at assessment at this level. 12–16 Answers that fit this band will demonstrate a good understanding of the relationship between the ruling class and the use of the media to control public opinion. There will also be an assessment of the view on which the question is based. Lower in the band, the assessment is likely to be based on juxtaposition of different theories about the control and influence of the media. To go higher, the assessment must be directly focused on whether the media are used by the ruling class to control public opinion. Good answers may consider different ways in which the media can be used to influence public opinion, perhaps distinguishing between direct manipulation and hegemony. High quality responses might also question how far the media are controlled by the ruling class and/or whether public opinion is really so open to manipulation. Answers at this level must achieve three things: First: there will be good sociological knowledge and understanding. Second: the material used will be interpreted accurately and applied effectively to answering the question. Third: there must also be some evidence of assessment.	16

Question	Answer	Marks
6(a)	Explain how agenda setting influences the presentation of news. 0–4 At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. An attempt to define what is meant by agenda setting, with no further development, would be worth up to 2 marks. A few simple points about how the presentation of news may be influenced by agenda setting would fit the upper part of the band. 5–9 At this level, there will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. An account of a few ways in which the presentation of news may be influenced by agenda setting would be worth up to 7 marks. To go higher, the account would have to be more detailed and/or cover a wider range of points. Good answers are likely to draw on the work of Hall, Chibnall, Fiske, Barrat, Chomsky, though the links may be implicit. Concepts that might be used in a high scoring answer include news values, gate-keeping, discourse, moral panics, media manipulation.	9

Question	Answer	Marks
6(b)	‘Social class is the main factor influencing the extent to which people are affected by the media.’ Assess this view. 0–6 At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few observations about media influence, with no direct links to the question, would be worth up to 3 marks. A simple account of factors influencing how far people are influenced by the media would fit the higher part of the band. 7–11 Answers at this level will provide a sound account of the relationship between media influence and social class. There will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A few points about how the influence of the media may vary according to the social class group from which the audience is drawn would be worth up to 9 marks. To go higher, the explanations offered will be more detailed and/or a wider range of relevant points will be covered. There may be little or no attempt at assessment at this level. 12–16 Answers that fit this band will demonstrate a good understanding of the relationship between media influence and social class. There will also be an assessment of the view on which the question is based. Lower in the band, the assessment is likely to be based on juxtaposition of different accounts of the factors that determine the influence of the media. To go higher, the assessment must be directly focused on discussing the view that social class is the main factor influencing the extent to which people are affected by the media. Good answers may refer to different examples of social class groups in order to consider how far media influence extends. High quality responses may also distinguish between different types and uses of the media and how these factors affect the influence to the media. Answers at this level must achieve three things: First: there will be good sociological knowledge and understanding. Second: the material used will be interpreted accurately and applied effectively to answering the question. Third: there must also be some evidence of assessment.	16

Question	Answer	Marks
7(a)	Explain why participation in religious ceremonies may be a poor measure of religiosity. 0–4 At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. An attempt to define religiosity, with no further development, would be worth up to 2 marks. A few simple points about the difficulties of measuring religiosity would fit the upper part of the band. 5–9 At this level, there will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A sound account of a few difficulties in measuring religiosity in terms of participation in religious ceremonies would be worth up to 7 marks. To go higher, the account would have to be more detailed and/or cover a wider range of points. Good answers are likely to refer to several ways in which evidence about participation in religious ceremonies may be used to measure religiosity. Concepts that might be used in a high scoring answer include privatised worship, individual and social indicators of religiosity, religious beliefs, alternative spiritualities.	9

Question	Answer	Marks
7(b)	‘There is little evidence that secularisation has occurred in modern industrial societies’. Assess this view. 0–6 At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few observations about secularisation, with no further links to the question, would be worth up to 3 marks. A simple account of whether secularisation has occurred would fit the higher part of the band. 7–11 Answers at this level will provide a sound account of the view that there is little evidence that secularisation has occurred in modern industrial societies. There will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A few points about how far secularisation has occurred in modern industrial societies would be worth up to 9 marks. To go higher, the explanations offered will be more detailed and/or a wider range of relevant points will be covered. There may be little or no attempt at assessment at this level. 12–16 Answers that fit this band will demonstrate a good understanding of the secularisation debate. There will also be an assessment of the view on which the question is based. Lower in the band, the assessment is likely to be based on juxtaposition of different accounts of how far secularisation has occurred. To go higher, the assessment must be directly focused on analysing the claim that there is little evidence that secularisation has occurred in modern industrial societies. Good answers are likely to maintain a strong focus on the evidence that is available for considering the secularisation debate. High quality responses may distinguish between the impact of secularisation in different societies and/or consider different ways of defining and measuring secularisation. Answers at this level must achieve three things: First: there will be good sociological knowledge and understanding. Second: the material used will be interpreted accurately and applied effectively to answering the question. Third: there must also be some evidence of assessment.	16

Question	Answer	Marks
8(a)	Explain why men hold the positions of power within most religious organisations. 0–4 At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. An attempt to describe the role of men in religious organisations, with no further development, would be worth up to 2 marks. A few simple points about why positions of power within religious organisations are often held by men would fit the upper part of the band. 5–9 At this level, there will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A sound account of a few reasons why positions of power within religious organisations are often held by men would be worth up to 7 marks. To go higher, the account would have to be more detailed and/or cover a wider range of points. Good answers are likely to draw on various feminist accounts of the role of men and women in religious organisations. Concepts that might be used in a high scoring answer include patriarchy, religious participation, authority structures, feminisation of religion, patriarchal/matriarchal religious movements.	9

Question	Answer	Marks
8(b)	‘The growth of religious fundamentalism is a response to uncertainty in the modern world.’ Assess this view. 0–6 At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few observations about fundamentalist religions, with no further links to the question, would be worth up to 3 marks. A simple account of the growth of fundamentalist religions would fit the higher part of the band. 7–11 Answers at this level will provide a sound account of whether the growth of fundamentalist religions is a response to uncertainty in the modern world. There will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A few sound points about whether the growth of fundamentalist religions is a response to uncertainty in the modern world would be worth up to 9 marks. To go higher, the explanations offered will be more detailed and/or a wider range of relevant points will be covered. There may be little or no attempt at assessment at this level. 12–16 Answers that fit this band will demonstrate a good understanding of whether the growth of fundamentalist religions is a response to uncertainty in the modern world. There will also be an assessment of the view on which the question is based. Lower in the band, the assessment is likely to be based on juxtaposition of different explanations for the growth of fundamentalist religions. To go higher, the assessment must be directly focused on analysing whether the growth of fundamentalist religions is a response to uncertainty in the modern world. Good answers may refer to examples of fundamentalist religions and/or studies of the growth of fundamentalism. High quality responses might also make good use of concepts such as cultural defence, globalisation, secularisation, post-secularisation, religious revival, religious diversity. Answers at this level must achieve three things: First: there will be good sociological knowledge and understanding. Second: the material used will be interpreted accurately and applied effectively to answering the question. Third: there must also be some evidence of assessment.	16