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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 labelling may influence which pupils succeed in school. 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 the term labelling, with no further development, would be worth up to 2 marks. A few simple points about how labelling may influence which pupils succeed in school 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 ways in which labelling may influence which pupils succeed in school 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 Becker, Padfield, Nash, Keddie, Rosenthal and Jacobson, though the links may be implicit. Concepts that might be used in a high scoring answer include streaming, socialisation messages, status messages, self-fulfilling prophecy, teacher expectations.	9

Question	Answer	Marks
1(b)	‘The education system favours middle class students more than working class students.’ 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 social inequality, with no clear links to the education system, would be worth up to 3 marks. A simple account of how middle class students may be favoured by the education system would fit the higher part of the band. 7–11 Answers at this level will provide a sound account of the relationship between middle class students and the education system. 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 how middle class students may be favoured by the education system 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 how middle class students may be favoured by the education system. 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 relationship between social class and educational achievement. To go higher, the assessment must be directly focused on the issue of whether middle class students are favoured by the education system. Good answers may identify a number of reasons why middle class students may be favoured by the education system, perhaps focusing on the apparent failure of education systems to promote widespread social mobility. High quality answers may question whether education systems favour some groups more than others, or whether other factors (home, community, culture) play a greater role in determining educational achievement. 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 male pupils may be disadvantaged by processes within schools. 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. A few simple observations about educational achievement in general would be worth up to 2 marks. A few points about how male pupils may be disadvantaged by processes within schools 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 ways in which male pupils may be disadvantaged by processes within schools 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 Abbot and Wallace, Mahony, Mirza, and Bamford, though the links may be implicit. Concepts that might be used in a high scoring answer include gendered curriculum, role models, pupil sub-cultures, gender stereotyping, feminisation of schooling.	9

Question	Answer	Marks
2(b)	‘What is taught in schools reflects the interests of the powerful.’ 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 school curriculum, with no further links to the question, would be worth up to 3 marks. A simple account of factors that may influence the school curriculum would fit the higher part of the band. 7–11 Answers at this level will provide a sound account of factors that influence the school curriculum. 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 school curriculum may be influenced by the interests of the powerful 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 school curriculum and the interests of the powerful. 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 influence the school curriculum. To go higher, the assessment must be directly focused on whether, and how far, the subjects taught in schools reflect the interests of the powerful. Good answers may discuss a range of factors that could influence the school curriculum, including the interests of the powerful. High quality responses may refer to the ideas of thinkers such as Young, Althusser, Illich, Foucault, Bowles and Gintis, and Bourdieu. 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 difficulties in measuring the extent of poverty in 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 discuss the nature of poverty in developing societies, with no further development, would be worth up to 2 marks. A few simple points about the difficulties in measuring the extent of poverty in developing societies 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 the extent of poverty in developing societies 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 consider different ways of measuring and/or defining poverty and points about the difficulty of measuring poverty will be made clearly in the context of developing societies specifically.	9

Question	Answer	Marks
3(b)	‘The impact of globalisation on developing societies has been exaggerated.’ 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 globalisation, with no further links to the question, would be worth up to 3 marks. A few simple points about the impact of globalisation on developing societies would fit the higher part of the band. 7–11 Answers at this level will provide a sound account of the relationship between ethnicity and educational achievement. 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 the impact of globalisation on developing 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 debates about the impact of globalisation on developing societies. 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 impact of globalisation. To go higher, the assessment must be directly focused on analysing the claim that the impact of globalisation on developing societies has been exaggerated. Good answers may consider the impact of globalisation across a range of factors, including economic, cultural and social influences. High quality responses might also make effective use of examples and evidence from particular societies and/or recognize that the impact of globalisation may vary between different developing societies. 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 cultural factors that may be used in defining development. 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 development with no clear links to cultural factors would be worth up to 2 marks. A few simple points about the use of cultural factors in defining development 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 ways in which cultural factors may be used in defining development 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 refer to indicators such as literacy, educational opportunities, access to basic services, lifestyle opportunities. Political indicators such as rights, freedoms, and conformity to international law can also be rewarded under the broad term ‘cultural factors’.	9

Question	Answer	Marks
4(b)	‘Free market competition is the only way to achieve economic growth in developing 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 free-market competition, with no further links to the question, would be worth up to 3 marks. A simple account of why free-market competition may be important in achieving economic growth would fit the higher part of the band. 7–11 Answers at this level will provide a sound account of the relationship between free-market competition and 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 points about how free-market competition may be important in achieving economic growth 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 free-market competition and 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. To go higher, the assessment must be directly focused on analysing whether free-market competition is the only way to achieve economic growth in developing societies. Good answers may include relevant evidence and examples of the impact of free-market competition on developing societies. High quality responses might also consider alternatives to free-market competition as a way of achieving economic growth and awareness of the limitations of applying general models of development to diverse societies may also be shown. 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 role of the media in deviance amplification. 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 the role of the media, with no clear links to deviance amplification, would be worth up to 2 marks. A few simple points about the role of the media in deviance amplification 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 ways in which the media may contribute to deviance amplification 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 Wilkins, Cohen, Hall, Becker, Livingstone and Hargrave, though the links may be implicit. Concepts that might be used in a high scoring answer include moral panics, labelling, stereotyping, media sensationalism, self-fulfilling prophecy.	9

Question	Answer	Marks
5(b)	‘Watching violent media causes violent behaviour.’ 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 effects of the media, with no direct links to violent behaviour, would be worth up to 3 marks. A simple account of whether the media causes violent behaviour would fit the higher part of the band. 7–11 Answers at this level will provide a sound account of the relationship between violence on television and violent behaviour. 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 how exposure to violence through the media may cause violent behaviour 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 debates about whether exposure to violent media may cause violent behaviour. 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 and/or models of the effects of the media. To go higher, the assessment must be directly focused on analysing whether exposure to violent media causes violent behaviour. Good answers may consider the impact of different types of media violence and/or discuss different ways in which violent media content may influence the viewer. High quality answers may also draw on evidence from relevant studies, such as Bandura, Gerbner, Huesmann and Miller. 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 the factors that influence news reporting. 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 news reporting, with no further development, would be worth up to 2 marks. A few simple points about the factors that influence news reporting 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 factors that influence news reporting 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 Barrat, Peters, Chomsky, Chibnal, and Hall, though the links may be implicit. Concepts that might be used in a high scoring answer include gate-keeping, agenda setting, sensationalism, hyper-reality, metanarratives, media regulation, news values.	9

Question	Answer	Marks
6(b)	‘The new media limit the power of governments to control individuals.’ 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. An attempt to define the term ‘new media’, with no further links to the question, would be worth up to 3 marks. A simple account of whether the new media limit the power of governments to control individuals would fit the higher part of the band. 7–11 Answers at this level will provide a sound account of the relationship between the new media and the power of governments to control individuals. 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 how the new media may limit the power of governments to control individuals 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 new media and the power of governments to control individuals. 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 impact of the new media. To go higher, the assessment must be directly focused on analysing whether the new media limit the power of governments to control individuals. Good answers may use evidence and/or examples of where the new media has been used to challenge the power of government. Some consideration may also be given to how governments attempt to control and regulate the new media. 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 the evidence that religion has lost its social significance. 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 the role of religion in general, with no further development, would be worth up to 2 marks. A simple attempt to explain the idea that religion has lost its social significance 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 the evidence that religion has lost of its social significance 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 Wilson, Turner, Glock and Stark, Giroux, Lambert, though the links may be implicit. Concepts that might be used in a high scoring answer include secularisation, desacrilisation, ritual, privatised worship, civic ceremonies, rationalisation. Examples of public functions that have been associated with religious organisations include the exercise of political power, involvement in state ceremonies, provision of education and of welfare, and involvement in the legal system.	9

Question	Answer	Marks
7(b)	‘Disenchantment with established religious organisations has led to the growth of new religious movements 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 support for religious organisations, with no further links to the question, would be worth up to 3 marks. An attempt to define NRMs would fit the higher part of the band. 7–11 Answers at this level will provide a sound account of the factors leading to the growth of NRMs, with particular reference to the idea of disenchantment with established religious organisations. 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 disenchantment with established religious organisations 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 factors leading to the growth of NRMs, with particular reference to the idea of disenchantment with established religious organisations. 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 have led to the growth of NRMs. To go higher, the assessment must be directly focused on whether disenchantment with established religious organisations is the key factor explaining the growth of NRMs. Good answers may use relevant examples and/or evidence to discuss the factors that explain the growth of NRMs. High quality answers may also refer to the work of sociologists such as Miller, Chryssides, Singer, Zimbardo, Barker, and Wallis. 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 religious participation is higher among women than men in many 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 discuss the nature of religious belief, with no further development, would be worth up to 2 marks. A few simple points about why religious participation is higher among women than 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 religious participation is higher among women than men in many societies 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 refer to relevant studies of religious participation and distinctions made between the involvement of women in different religions.	9

Question	Answer	Marks
8(b)	‘The main role of religion is to promote social solidarity.’ 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 religion in general, with no direct links to social solidarity, would be worth up to 3 marks. A simple account of the contribution of religion to social solidarity would fit the higher part of the band. 7–11 Answers at this level will provide a sound account of the relationship between religion and social solidarity. 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 the relationship between religion and social solidarity 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 religion and social solidarity. 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 role of religion. To go higher, the assessment must be directly focused on analysing whether the main role of religion is to promote social solidarity. Good answers may consider different roles of religion and reach conclusions about which, if any, is the main role. High quality responses may also distinguish between different religions and/or consider changes in the role/influence of religion through modernity and postmodernity. 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