



Cambridge International AS & A Level

SOCIOLOGY**9699/32**

Paper 32

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MARK SCHEME

Maximum Mark: 75

Published

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 schools prepare young people for the workplace. 0–4 marks 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 education in general, with no further development, would be worth up to 2 marks. A few simple points about the role of education in preparing young people for the workplace would fit the upper part of the band. 5–9 marks 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 education contributes to preparing young people for the workplace may 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 Davis and Moore, Parsons, Aldridge, Bowles and Gintis, Willis, though the links may be implicit. Concepts that might be used in a high scoring answer include correspondence theory, social mobility, meritocracy, social reproduction, the hidden curriculum, formal and informal education.	9

Question	Answer	Marks
1(b)	Assess the extent to which educational achievement is influenced by pupil sub-cultures. 0–6 marks 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 educational performance in general, with no direct links to the question, would be worth up to 3 marks. A few points about pupil sub-cultures, with no clear links to educational achievement, would fit the higher part of the band. 7–11 marks Answers at this level will provide a sound account of the relationship between educational achievement and pupil sub-cultures. 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 accurate but underdeveloped points about how pupil sub-cultures may influence educational achievement 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 is no <u>requirement</u> for assessment at this level although it may be present. 12–16 marks Answers that fit this band will demonstrate a good understanding of the relationship between educational achievement and pupil sub-cultures. 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 educational performance, including pupil sub-cultures. To go higher, the assessment must be directly focused on discussing the extent to which educational performance is influenced by pupil sub-cultures. Good answers may distinguish between different types of pupil sub-cultures and how each may influence educational achievement. High quality responses might also draw relevant links to different theoretical perspectives, such as discussing structural versus interactionist accounts of the factors influencing educational achievement. Answers at this level must achieve three things: <u>First</u>, there will be good sociological knowledge and understanding. <u>Second</u>, the material used will be interpreted accurately and applied effectively to answering the question. <u>Third</u>, there must also be some evidence of assessment.	16

Question	Answer	Marks
2(a)	Explain how the educational achievement of middle-class pupils is influenced by cultural capital. 0–4 marks 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 the concept of cultural capital, with no further development, would be worth up to 2 marks. A few simple points about the relationship between cultural capital and the educational achievement of middle-class pupils would fit the upper part of the band. 5–9 marks 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 capital may influence the educational achievement of middle-class pupils may 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 Bourdieu, Keddie, Otsuka, Foucault, though the links may be implicit. Concepts that might be used in a high scoring answer include cultural deprivation, labelling, mental control, ISA, social inequality, the social construction of knowledge, hidden curriculum.	9

Question	Answer	Marks
2(b)	‘The main role of schools is to control the way pupils think and act.’ Assess this view. 0–6 marks 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 social control, would be worth up to 3 marks. A simple attempt to explain how schools may control the way pupils think and act would fit the higher part of the band. 7–11 marks Answers at this level will provide a sound account of the relationship between schools and the process of social 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 accurate but underdeveloped points about how schools may control the way pupils think and act 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 is no <u>requirement</u> for assessment at this level although it may be present. 12–16 marks Answers that fit this band will demonstrate a good understanding of the relationship between schools and the process of social 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 accounts (functionalist, Marxist, feminist, interactionist) of the role of schools. To go higher, the assessment must be directly focused on analysing the claim that the main role of schools is to control the way pupils think and act. Good answers may distinguish between different views about how schools may influence pupil behaviour; for example, the functionalist and Marxist accounts. High quality responses might question the extent to which pupils are passive recipients of the processes of social control exercised by schools. Answers at this level must achieve three things: <u>First</u>, there will be good sociological knowledge and understanding. <u>Second</u>, the material used will be interpreted accurately and applied effectively to answering the question. <u>Third</u>, there must also be some evidence of assessment.	16

Question	Answer	Marks
3(a)	Explain the consequences of poverty for children in developing societies. 0–4 marks 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 poverty in general, with no further development, would be worth up to 2 marks. A few simple points about the consequences of poverty for children in developing societies would fit the upper part of the band. 5–9 marks 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 consequences of poverty for children in developing societies may 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 consequences across a wide spectrum, such as education, health, social opportunity, environment, community, and economy. Concepts that might be used in a high scoring answer include absolute and relative poverty, exploitation, social inequality, material deprivation, cultural deprivation, child labour.	9

Question	Answer	Marks
3(b)	‘Poverty is caused by a combination of cultural and structural factors.’ Assess this view. 0–6 marks 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 why poverty exists would fit the higher part of the band. 7–11 marks Answers at this level will provide a sound account of the causes 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 accurate but underdeveloped points about the causes of 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 is no <u>requirement</u> for assessment at this level although it may be present. 12–16 marks Answers that fit this band will demonstrate a good understanding of the causes 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 poverty. To go higher, the assessment must be directly focused on analysing the claim that poverty is caused by a combination of cultural and structural factors. Good answers will demonstrate a clear understanding of the differences between cultural and structural explanations of poverty, with illustrations of each approach. High quality responses might also demonstrate how cultural and structural factors may combine to cause poverty, and/or question the extent to which poverty can be explained in terms of the combined effect of cultural and structural influences. Answers at this level must achieve three things: <u>First</u>, there will be good sociological knowledge and understanding. <u>Second</u>, the material used will be interpreted accurately and applied effectively to answering the question. <u>Third</u>, there must also be some evidence of assessment.	16

Question	Answer	Marks
4(a)	Explain the importance of literacy for economic development. 0–4 marks 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 what is meant by literacy, with no further development, would be worth up to 2 marks. A few simple points about the importance of literacy for economic development would fit the upper part of the band. 5–9 marks 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 literacy may be important for economic development may 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 identify a number of ways in which literacy may be important for economic development, perhaps considering areas such as the economy, the environment, health care, education, and democracy. Concepts that might be used in a high scoring answer include cultural deprivation, social exclusion, modernisation, skilled workforce, exploitation, democratic participation.	9

Question	Answer	Marks
4(b)	‘Population growth must be controlled in order to achieve economic growth in developing societies.’ Assess this view. 0–6 marks 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 population growth, with no direct links to the question would be worth up to 3 marks. A simple account of the view that population growth must be controlled in order to achieve economic growth in developing societies would fit the higher part of the band. 7–11 marks Answers at this level will provide a sound account of the relationship between population growth and the conditions for economic growth in developing 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 accurate but underdeveloped points about how population growth may or may not hinder 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 is no <u>requirement</u> for assessment at this level although it may be present. 12–16 marks Answers that fit this band will demonstrate a good understanding of the relationship between population growth and the conditions for economic growth in 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 the relationship between population growth and the conditions for economic growth in developing societies. To go higher, the assessment must be directly focused on analysing the claim that population growth must be controlled in order to achieve economic growth in developing societies. Good answers are likely to identify various fallacies in the idea that population growth is necessarily negative for economic growth. There may also be a discussion of particular examples of the impact of population growth of economic development. High quality answers may distinguish between different conditions for economic growth in, for example, different societies and/or historical periods. Answers at this level must achieve three things: <u>First</u>, there will be good sociological knowledge and understanding. <u>Second</u>, the material used will be interpreted accurately and applied effectively to answering the question. <u>Third</u>, there must also be some evidence of assessment.	16

Question	Answer	Marks
5(a)	Explain how discourse analysis is used in the study of the media. 0–4 marks 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 the concept of discourse analysis, with no further development, would be worth up to 2 marks. A few simple points about how discourse analysis is used in the study of the media would fit the upper part of the band. 5–9 marks 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 points about how discourse analysis is used in the study of the media may 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 use examples to illustrate the use of discourse analysis in studying the media. Concepts that might be used in a high scoring answer include desensitisation, hegemony, media sensationalism, stereotyping, metanarrative.	9

Question	Answer	Marks
5(b)	‘Media audiences are active consumers rather than passive recipients of media messages.’ Assess this view. 0–6 marks 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 messages, with no further links to the question, would be worth up to 3 marks. A simple account of the influence of the media on audiences would fit the higher part of the band. 7–11 marks Answers at this level will provide a sound account of the relationship between audiences and media messages. 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 accurate but underdeveloped points about how audiences may be influenced by media messages 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 is no <u>requirement</u> for assessment at this level although it may be present. 12–16 marks Answers that fit this band will demonstrate a good understanding of the relationship between audiences and media messages. 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 influence of the media on audiences. To go higher, the assessment must be directly focused on analysing the view that audiences are active consumers of media messages. Answers at this level must achieve three things: <u>First</u>, there will be good sociological knowledge and understanding. <u>Second</u>, the material used will be interpreted accurately and applied effectively to answering the question. <u>Third</u>, there must also be some evidence of assessment.	16

Question	Answer	Marks
6(a)	Explain how the media help shape the social identities of women. 0–4 marks 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 points about the influence of the media in general, with no links to women specifically, would be worth up to 2 marks. A few simple points about how the media may shape the social identities of women would fit the upper part of the band. 5–9 marks 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 shape the social identities of women may 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 Mulvey, Ferguson, McRobbie, Grant, MacDonald, Gauntlett, though the links may be implicit. Concepts that might be used in a high scoring answer include the male gaze, sexuality, gender stereotypes, media representations, gender socialisation, perceptions of femininity.	9

Question	Answer	Marks
6(b)	Assess the strengths and limitations of the mass manipulation model of media influence. 0–6 marks 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 in general would be worth up to 3 marks. An account of what is meant by mass manipulation, with no further development, would fit the higher part of the band. 7–11 marks Answers at this level will provide a sound account of the mass manipulation model of media influence. 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 accurate but underdeveloped points about the strengths and/or limitations of the mass manipulation model of media influence 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 is no <u>requirement</u> for assessment at this level although it may be present. 12–16 marks Answers that fit this band will demonstrate a good understanding of the mass manipulation model of media influence. 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 power of the media to influence audiences. To go higher, the assessment must be directly focused on analysing the strengths and limitations of the mass manipulation model of media influence. Good answers may draw on studies of media influence to support the wider analysis. They may also demonstrate a sound understanding the contrasts between the mass manipulation and hegemonic models of media influence. Answers at this level must achieve three things: <u>First</u>, there will be good sociological knowledge and understanding. <u>Second</u>, the material used will be interpreted accurately and applied effectively to answering the question. <u>Third</u>, there must also be some evidence of assessment.	16

Question	Answer	Marks
7(a)	Explain the difficulties in measuring secularisation. 0–4 marks 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 secularisation, with no further development, would be worth up to 2 marks. A few simple points about the difficulties in measuring secularisation would fit the upper part of the band. 5–9 marks 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 secularisation may 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 issues such as the difficulty of defining and operationalising the concept of secularisation, the difficulty of measuring religiosity, and the difficulty of making comparisons with previous historical periods. Concepts that might be used in a high scoring answer include desacrilisation, religiosity, religious diversity, privatised forms of worship, religious participation.	9

Question	Answer	Marks
7(b)	Assess the postmodernist contribution to understanding the role of religion. 0–6 marks 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 clear links to postmodernist theory, would be worth up to 3 marks. A simple account of a few postmodernist ideas about religion would fit the higher part of the band. 7–11 marks Answers at this level will provide a sound account of the postmodernist contribution to understanding the role of religion today. 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 accurate but underdeveloped points about the postmodernist contribution to understanding the role of religion today 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 is no <u>requirement</u> for assessment at this level although it may be present. 12–16 marks Answers that fit this band will demonstrate a good understanding of the postmodernist contribution to understanding the role of religion today. 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 religion, including the postmodernist contribution. To go higher, the assessment must be directly focused on analysing the postmodernist contribution to understanding the role of religion today. Good answers are likely to consider the relevance of concepts such as metanarrative, post-secularisation, spiritual shopping, privatised forms of religion, alternative religions, new age movements, globalisation, fundamentalism. High quality responses might also challenge some of the main claims of postmodernist writers, such as the idea that people are spiritual shoppers today or the notion that religious diversity is found increasingly in societies today. Answers at this level must achieve three things: <u>First</u>, there will be good sociological knowledge and understanding. <u>Second</u>, the material used will be interpreted accurately and applied effectively to answering the question. <u>Third</u>, there must also be some evidence of assessment.	16

Question	Answer	Marks
8(a)	Explain how churches differ from denominations. 0–4 marks 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 meaning of ‘church’, with no further development, would be worth up to 2 marks. A few simple points about how churches differ from denominations would fit the upper part of the band. 5–9 marks 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 churches differ from denominations may 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 identify several clear differences between churches and denominations, with reference to factors such as size of membership, power and influence, bureaucratic structures, hierarchy, links to the state, inclusiveness in relation to membership.	9

Question	Answer	Marks
8(b)	‘The growth of sects is a response to social deprivation.’ Assess this view. 0–6 marks 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 sects, with no further links to the question, would be worth up to 3 marks. A simple account of factors leading to the growth of sects would fit the higher part of the band. 7–11 marks Answers at this level will provide a sound account of the relationship between the growth of sects and social deprivation. 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 accurate but underdeveloped points about the relationship between the growth of sects and social deprivation 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 is no <u>requirement</u> for assessment at this level although it may be present. 12–16 marks Answers that fit this band will demonstrate a good understanding of the relationship between the growth of sects and social deprivation. 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 sects. To go higher, the assessment must be directly focused on analysing how far the growth of sects is a response to social deprivation. Good answers will demonstrate a clear understanding of why social deprivation may lead to the growth of sects. There will also be awareness of alternative explanations for the growth of sects and some attempts to reach a reasoned conclusion about which explanations are most plausible. Answers at this level must achieve three things: <u>First</u>, there will be good sociological knowledge and understanding. <u>Second</u>, the material used will be interpreted accurately and applied effectively to answering the question. <u>Third</u>, there must also be some evidence of assessment.	16