

GCE 2004

June Series



Mark Scheme

Sociology

(Unit SCY4)

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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**GUIDANCE NOTES IN THE USE OF GENERAL AND QUESTION SPECIFIC
MARK SCHEMES FOR UNITS 4 AND 5.**

TWO RELATED MARK SCHEMES ARE PROVIDED

Examiners are required to consult and apply the two related mark schemes as follows:

A General Mark scheme made up of two sections on:

- (i) Knowledge and Understanding;
- (ii) Identification, Analysis, Interpretation and Evaluation.

A Question Specific Mark scheme made up of one section on:

- (i) Knowledge and Understanding. This will enable examiners to assess the knowledge and understanding requirements of particular questions.

Marking

In the process of marking a particular question, you must follow the procedure detailed below in marking the different Skill Domains:

- (i) **Knowledge and Understanding**

Refer to the Question Specific Mark scheme and the General Mark scheme.

- (ii) **Identification, Analysis, Interpretation and Evaluation**

Refer to the General Mark scheme.

Each answer should be assessed separately for each of the two Skill Domains and the mark for each Skill Domain recorded and totalled to give an overall mark. For example in the case of an answer which was rewarded 6 marks for Knowledge And Understanding and 6 for Identification, Analysis, Interpretation and Evaluation, the total mark for this answer would be 12.

GENERAL MARK SCHEME FOR UNITS 4 AND 5**Knowledge and Understanding**

0 No relevant knowledge or understanding.

1 - 5 Answers in this band will show a very limited sociological knowledge and understanding.

Lower in the band, knowledge will consist of commonsensical points. Answers will show only minimal understanding of either the question or the material offered in response to it.

Higher in the band, knowledge will consist of a few isolated quasi-sociological points, with omissions and perhaps with significant errors. Understanding both of the question and of material offered in response to it will be very simplistic and perhaps confused.

Spelling, punctuation and grammar may show serious deficiencies and frequent errors, impairing the intelligibility of significant parts of the answer.

6 - 10 Answers in this band will show a somewhat limited sociological knowledge and understanding.

Lower in the band, there will be a shallow knowledge of a limited amount of sociological material, perhaps with errors. Understanding both of the question and the material presented in response to it will be superficial.

Higher in the band, there will be a reasonably accurate but rather shallow and descriptive knowledge of a still limited amount of sociological material, or alternatively a slightly deeper but very narrow knowledge. There may be a generalised understanding of the question, or one which shows a specific understanding of only a very limited aspect of the question.

Spelling, punctuation and grammar will be fair. Commonly used words and sociological terms will mostly be spelt correctly. There may still be some errors in punctuation and grammar which may occasionally impair the intelligibility of some parts of the answer.

11 - 15 Answers in this band will show a reasonably good sociological knowledge and understanding.

Lower in the band, there will be a reasonably accurate knowledge of a range of sociological material with some limited success in conveying conceptual detail, or alternatively a more conceptually detailed but narrowly based knowledge. Knowledge shown may be either theoretical, empirical or both. Answers will show a specific understanding of some of the demands of the question and of the material offered in response to it, but other aspects will be neglected or treated in a generalised fashion.

Higher in the band there will be somewhat greater success in conveying conceptual detail, or a slightly greater breadth, of knowledge; however, answers will remain somewhat limited in range or depth. Knowledge shown will be both theoretical and empirical. There will be a specific understanding of most of the principal demands or aspects of the question, but some others will be neglected or treated in a generalised fashion.

Spelling, punctuation and grammar will be of a good standard. Commonly used words and sociological terms will be spelt correctly. Punctuation and grammar will be of a good standard facilitating a competent expression of ideas.

16 - 20 Answers in this band will show a very good sociological knowledge and understanding.

Lower in the band, there will be a wide-ranging theoretical and empirical knowledge which will, with only very minor exceptions, be thorough, accurate and conceptually detailed. Accurate and explicit links will be made between some of the theoretical and empirical material. There will be a clear understanding both of the question, including its theoretical context, and of the material offered in response to it.

Higher in the band, knowledge will be comprehensive and will be thorough, accurate and conceptually detailed throughout. There will be a clear understanding of the theoretical context of the question, and there will be accurate and explicit links between the theoretical and empirical parts of the answer. Answers will show a clear, full and complex understanding of the question and the material offered.

Spelling, punctuation and grammar will be of a very good to excellent standard, with commonly and less commonly used words and sociological terms almost always spelt correctly. Meaning will be clear throughout.

GENERAL MARK SCHEME FOR UNITS 4 AND 5**Identification, Analysis, Interpretation and Evaluation**

0 No relevant identification, analysis, interpretation or evaluation.

1 - 5 Answers in this band will show very limited skills of identification, analysis, interpretation and evaluation.

Lower in the band, identification of perspectives/arguments will be very limited and/or inaccurate. There will be little or no evidence of the ability to distinguish between facts, opinions and value judgements. Interpretation of the question and the material offered in answer to it will be minimal and/or confused. Analysis of arguments and/or methodological issues, if present, will be very limited. Evaluation may be absent or limited to one or two undeveloped examples.

Higher in the band, there will be some limited and undeveloped identification of perspectives, arguments and/or methodological issues, and some evidence of the ability to distinguish between facts, opinions and value judgements. There will be some limited interpretation of the question and/or the material offered in answer to it. Analysis, if present, will be undeveloped and possibly contain inaccuracies. Evaluation may be implicit or confined to one or two critical comments on some aspect of the question or general topic area.

6 - 10 Answers in this band will show somewhat limited skills of identification, analysis, interpretation and evaluation.

Lower in the band, identification of perspectives/arguments will be broadly accurate, although limited and undeveloped. Attempts to distinguish between facts, opinions and value judgements will show some sociological awareness. Interpretation of the question and the material offered in answer to it will be limited but broadly sociological. Examples may be undeveloped or applied to the general topic area rather than the set question. Analysis of material, if present, will be partial and poorly focused. Evaluation may take the form of a weak juxtaposition and/or brief list of criticisms of a study, concept, perspective or method.

Higher in the band, arguments/perspectives will be accurately identified, and there will be clear evidence of the ability to distinguish between facts, opinions and value judgements. Interpretation will be focused and examples will show some development and be broadly applied to the question set. There will be some, albeit limited and undeveloped, attempt to analyse material. There will be a few explicit points or criticisms raised.

11 - 15 Answers in this band will show reasonably good skills of identification, analysis, interpretation and evaluation.

Lower in the band, there will be some explicit and largely successful attempts to identify and interpret sociological arguments and perspectives. There will be a general awareness of methodological issues. Analysis may remain undeveloped and/or partial. There will be some explicit evaluation, although this may be one-sided and/or undeveloped.

Higher in the band, the use of skills will be more balanced and comprehensive. Sociological arguments, perspectives and methodological issues will be accurately identified and interpreted and examples will be generally applied to the question. Both analysis and evaluation will be explicit, though not necessarily fully developed or comprehensive.

16 - 20 Answers in this band will show very good skills of identification, analysis, interpretation and evaluation, applied to a range of sociological ideas, evidence and issues.

Lower in the band, sociological arguments and perspectives will be, with only very minor exceptions, accurately identified and successfully interpreted to meet the demands of the question. Analysis and evaluation of a wide range of material, including methodological issues, will be thorough, comprehensive and balanced.

Higher in the band, all the skills will be demonstrated in a thorough, accurate and comprehensive manner throughout. There will be clear evidence that identification, interpretation, analysis and evaluation follow a clear rationale and are applied with sensitivity and sophistication. Evaluative comparisons and contrasts may be made between different areas of sociology, and analysis and argument may be applied to wider and possibly more complex issues than those raised by the set question.

Choose **one** Section and answer the question in Part One,
and **one** question from Part Two of that Section.

SECTION A - POWER AND POLITICS

Total for this Section: 60 marks

Part One

- 1** (a) Identify and briefly explain some of the sociological arguments and evidence, apart from those referred to in **Item A**, that might be used to support the view that in the past “politics was a man’s game” (**Item A**, line 1). *(8 marks)*

0 No relevant points.

1 - 4 Answers in this band will have only limited success in identifying, interpreting and/or analysing material to meet the requirements of the question.

Lower in the band – limited success here will probably mean:

- one or two ideas or examples will be identified from politics in general but they will be unfocused, or
- there will be a tendency to recycle material from the Item without identifying specific arguments or evidence. There will be little in the way of explanation.

Higher in the band – answers here will begin to show more focus and, for instance:

- one argument or piece of evidence related to changes regarding men and/or women in politics will be identified and some possible explanation will be suggested, or
- two arguments or pieces of evidence related to changes regarding men and/or women in politics will be identified but without explanation.

5 - 8 Answers in this band will have reasonable success in identifying, interpreting and/or analysing material to meet the requirements of the question.

Lower in the band – reasonable success here will probably mean:

- Two or more arguments or pieces of evidence related to changes regarding men and/or women in politics will be identified and some limited explanation that is generalised or specific only to one argument or piece of evidence.
- Three arguments or pieces of evidence related to changes regarding men and/or women in politics are identified but with no explanations offered.

Higher in the band – reasonable success here will probably mean:

- two arguments or pieces of evidence related to changes regarding men and/or women in politics will be identified with brief and accurate explanations of each, or
- three or more arguments or pieces of evidence related to changes regarding men and/or women in politics will be identified but a brief explanation will be offered for only one of them.

Suitable arguments and/or evidence used in any band could include:

- numbers of MPs of different sexes;
- numbers of parliamentary candidates;

- women's role was more in the home in the past;
- selection committees were prejudiced against women;
- women were seen as unelectable in the past;
- numbers of Cabinet Ministers.

Appropriate explanations could include:

- Numbers of MPs of different sexes: the number of MPs over the century clearly shows that women had little success in getting into Parliament and so one could conclude they were not involved in politics.
- Numbers of parliamentary candidates: women have found it very difficult in the past to be selected to run as a main party candidate in general elections so might have been deterred from politics.
- Women's role was more in the home: as part of the wider debate on women's role it was not thought appropriate for women to get involved in occupations or activities like politics.

Not: less able or less interested.

- | |
|---|
| (b) Using information from Item A and elsewhere, briefly examine the extent to which sociological arguments and evidence support the view that women are becoming more active and involved in politics in Britain today. (12 marks) |
|---|

0 No relevant points.

1 - 4 Answers in this band will have only limited success in identifying, interpreting, analysing and evaluating material to meet the requirements of the question. There will be little evidence of relevant knowledge or understanding.

Lower in the band one or two points may be made on politics in general, but there will be a tendency to recycle material from Item A without identifying specific issues or analysing possible evidence or explanations.

Higher in the band one or two factors related to women in politics may be identified and some possible but limited explanations may be suggested. Evaluation will be limited or non-existent.

Spelling, punctuation and grammar may show serious deficiencies and frequent errors, perhaps impairing the intelligibility of significant parts of the answer.

5 - 8 Answers in this band will have been reasonably successful in identifying, interpreting, analysing and evaluating material to meet the requirements of the question.

Lower in the band this may be confined to a competent if basic account, for example of some of the evidence concerning changes in politics and the parts played by women. Answers will show a reasonable underlying knowledge and understanding. Some limited explicit evaluation may be offered.

Higher in the band answers will be more developed, with a greater and more explicit use of the skills of identification, analysis and evaluation. Knowledge and understanding will be broader and/or deeper and will begin to identify a wider range of material, going beyond the Item.

There may be a tendency to present the material in a rather list-like manner, for example identifying areas where women can be seen to be more involved. There is likely to be an attempt to examine Item A and points made, with a couple of appropriate sociological arguments correctly interpreted. Alternatively there may be an attempt to give an extended list of points but with little analysis in terms of the question set.

Spelling, punctuation and grammar will be of a reasonable standard. Commonly used words and sociological terms will generally be spelt correctly. There may be minor errors of punctuation and grammar, but these will not seriously impair the intelligibility of the answer.

9 - 12 Answers in this band will be successful in identifying, interpreting, analysing and evaluating material to meet the requirements of the question. Analysis and evaluation will be explicit and relevant. Sociological knowledge will be conceptually detailed, showing an understanding of a range of sociological material, drawn from the Item and elsewhere.

Lower in the band, interpretation may be less selective or evaluation less developed and more list-like.

Higher in the band, interpretation will be more focused and evaluation more thorough, developed and explicit.

Answers will address a range of issues, though not necessarily to the same depth. Most answers may take Item A as a starting point, but at this level answers will need to go beyond this, possibly to consider perceived changes in ideologies, women's role, the feminist movement, the nature of politics and parties today and other forms of political involvement. Answers will identify and briefly analyse reasons or explanations for some of the points considered. There will be some explicit evaluation. However, not all of the factors mentioned above are necessary, even for full marks.

Spelling, punctuation and grammar will be of a good to excellent standard. Commonly and less commonly used words and sociological terms will almost always be spelt correctly. Punctuation and grammar will be used correctly throughout to facilitate the intelligibility of the answer.

Part Two

2 Evaluate the role of the mass media in the political process.	<i>(40 marks)</i>
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Knowledge and Understanding *(20 marks)*

0 No relevant knowledge or understanding.

1 - 5 Answers in this band will show very limited sociological knowledge and understanding.

Lower in the band candidates will present an answer based on a common sense understanding of the media rather than sociological arguments or evidence. There will be only a peripheral link to the question with little evidence that the candidate has understood either the question or the material offered in response to it.

Higher in the band candidates may present a flawed account of knowledge on the media or politics in general. The answer is likely to be characterised by isolated or disjointed points that show very little understanding. The material is still likely to lack a clear focus and is unlikely to raise issues stemming from the question set. Conceptual terms will tend to be used imprecisely or inaccurately and meaning will be unclear.

At this level possible answers might include:

- some isolated points about political broadcasts, or
- some flawed material from theories of political participation.

Spelling, punctuation and grammar may show serious deficiencies and frequent errors, impairing the intelligibility of significant parts of the answer.

6 - 10 Answers in this band will show limited sociological knowledge and understanding.

Lower in the band candidates will present knowledge on the set question which is likely to contain inaccuracies and some confusion in understanding. Knowledge is likely to be stronger than understanding. Answers at this level may contain significant amounts of irrelevant material.

At this level possible answers might include:

- a brief list of factors related to party publicity or broadcasts, or
- some disjointed but basically accurate material from one or more of the perspectives, or
- a list of examples of media presentation of political issues.

Higher in the band candidates will present an essentially descriptive account of sociological knowledge on the question. Answers will display a basic understanding of the material presented, although a few inaccuracies may still be present. There will be a limited understanding of the demands of the question set.

At this level possible answers might include:

- outlines of one or two studies focused more on the topic area than the question set, possibly GUMG or Cohen, or
- a more extensive list of factors related to party publicity, image management or broadcasts, or
- more coherent and accurate material from one or more of the perspectives but lacking detail on the media.

Spelling, punctuation and grammar will be fair. Commonly used words and sociological terms will mostly be spelt correctly. There may still be some errors in punctuation and grammar that may occasionally impair the intelligibility of some parts of the answer.

11 - 15 Answers in this band will show reasonably good sociological knowledge and understanding.

Lower in the band, candidates may present accounts that are still somewhat generalised and descriptive and often narrowly focused.

At this level possible answers might include:

- more detailed descriptions of studies focused more on the topic area than the question set, possibly GUMG or Cohen and with the question largely implicit, or
- a more extensive list of factors related to party publicity, image management or broadcasts and with a limited theoretical structure, or
- coherent and broadly accurate material from two or more of the perspectives but with only limited development on the media.

Higher in the band candidates' answers will present an increased amount of appropriate empirical and/or theoretical detail, and will be increasingly accurate and organised. There will be evidence that the theoretical debate is understood. Candidates will display a clear understanding of the demands of the set question.

At this level possible answers might include:

- more detailed descriptions of studies focused on the question set, but with a limited theoretical structure, or
- fuller and more accurate descriptions of factors related to party publicity, image management, news management or broadcasts but with limited theoretical structure, or
- coherent and broadly accurate material from two or more of the perspectives and with more development on the media.

Spelling, punctuation and grammar will be of a reasonable standard. Commonly used words and sociological terms will be spelt correctly. There may be minor errors in punctuation and grammar, but these will not seriously impair the intelligibility of the answer.

16 - 20 Answers in this band will show very good sociological knowledge and understanding.

Lower in the band candidates' answers will demonstrate a thorough and accurate knowledge on the set question and a very good understanding of a range of relevant empirical and theoretical material.

At this level possible answers might include:

- increasingly full, accurate and wider descriptions of factors related to party publicity, image management, news management or broadcasts and with a clear theoretical structure, or
- coherent and accurate material from a range of perspectives and with concepts such as ownership and control, patriarchy, gate-keeping, agenda-setting, moral panics and spin understood and discussed, or
- detailed and/or referenced accounts of studies on the media and politics with concepts and/or ideological issues accurately explored and clearly understood.

Higher in the band the links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be more detailed and the understanding of the debate and its complexities made explicit.

At this level possible answers might also include some of the following:

- the complexity of the processes at work between the media and political systems;
- consideration of global as well as national issues;
- good understanding of the changing nature and effectiveness of different forms of the media.

Spelling, punctuation and grammar will be of a very good to excellent standard, with commonly and less commonly used words and sociological terms almost always spelt correctly. Meaning will be clear throughout.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Marx, GUMG, Hall, Curran, Harrison, Gramsci, Tuchman, McRobbie, Baudrillard, Lechte, Morley & Robins, Miliband, Poulantzas, Giddens, Dunleavy & Husbands, Crewe, Gamble, Lyotard, Hirst, Hutton.

- | |
|---|
| <p>3 Assess the view that increasing globalisation is resulting in fundamental changes to the role and functions of the modern state. (40 marks)</p> |
|---|

Knowledge and Understanding (20 marks)

- 0** No relevant knowledge or understanding.
- 1 - 5** Answers in this band will show very limited sociological knowledge and understanding.

Lower in the band candidates will present an answer based on a common sense understanding of politics rather than sociological arguments or evidence. There will be only a peripheral link to the question with little evidence that the candidate has understood either the question or the material offered in response to it.

Higher in the band candidates may present a flawed account of knowledge on power and/or the state in general. The answer is likely to be characterised by isolated or disjointed points that show very little understanding. The material is still likely to lack a clear focus and is unlikely to raise issues stemming from the question set. Conceptual terms will tend to be used imprecisely or inaccurately and meaning will be unclear.

At this level possible answers might include:

- some isolated points about state power, or
- some flawed material from theories of power.

Spelling, punctuation and grammar may show serious deficiencies and frequent errors, impairing the intelligibility of significant parts of the answer.

- 6 - 10** Answers in this band will show limited sociological knowledge and understanding.

Lower in the band candidates will present knowledge on the set question which is likely to contain inaccuracies and some confusion in understanding. Knowledge is likely to be stronger than understanding. Answers at this level may contain significant amounts of irrelevant material.

At this level possible answers might include:

- a brief list of factors related to power or the state, or
- some disjointed but basically accurate material from one or more theories of power.

Higher in the band candidates will present an essentially descriptive account of sociological knowledge on the question. Answers will display a basic understanding of the material presented, although a few inaccuracies may still be present. There will be a limited understanding of the demands of the question set.

At this level possible answers might include:

- a partially developed description of one or more theories of power based more on the topic area than the question set, or
- outlines of theories on the state but with the question left implicit, or
- descriptions of globalisation and related factors but with the question left largely implicit.

Spelling punctuation and grammar will be fair. Commonly used words and sociological terms will mostly be spelt correctly. There may still be some errors in punctuation and grammar that may occasionally impair the intelligibility of some parts of the answer.

- 11 - 15** Answers in this band will show reasonably good sociological knowledge and understanding.

Lower in the band candidates may present accounts that are still somewhat generalised and descriptive and often narrowly focused.

At this level possible answers might include:

- timeless but broadly accurate descriptions of theories on the state, or
- more developed theories on the state with some explicit linkage to the question but lacking balance, or
- fuller and more accurate descriptions of evidence relating to globalisation but with theoretical implications left largely implicit.

Higher in the band candidates' answers will present an increased amount of appropriate empirical and/or theoretical detail, and will be increasingly accurate and organised. There will be evidence that the theoretical debate is understood. Candidates will display a clear understanding of the demands of the set question.

At this level possible answers might include:

- increasingly detailed and/or referenced accounts on the role of the state, or
- full and accurate descriptions of evidence relating to globalisation and with some links to theoretical arguments made explicit, or
- a more developed but somewhat one-sided approach to theories on the state and globalisation.

Spelling, punctuation and grammar will be of a reasonable standard. Commonly used words and sociological terms will be spelt correctly. There may be minor errors in punctuation and grammar, but these will not seriously impair the intelligibility of the answer.

16 - 20 Answers in this band will show very good sociological knowledge and understanding.

Lower in the band candidates' answers will demonstrate a thorough and accurate knowledge on the set question and a very good understanding of a range of relevant empirical and theoretical material.

At this level possible answers might include:

- detailed and referenced accounts of theories on the state with concepts accurately explored and clearly understood, or
- full and accurate descriptions of evidence relating to globalisation and within a clear theoretical framework, or
- a more balanced, full and detailed approach to globalisation and the state.

Higher in the band the links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be detailed and the understanding of the debate and its complexities made explicit.

At this level possible answers might also include some of the following:

- some discussion on the ideological nature of the arguments;
- greater understanding of the challenges to ideas on globalisation;
- greater understanding of the complexity of political processes, power and politics.

Spelling, punctuation and grammar will be of a very good to excellent standard, with commonly and less commonly used words and sociological terms almost always spelt correctly. Meaning will be clear throughout.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Marx, Lukes, Parsons, Engels, Weber, Westergaard & Resler, Hewitt, Poulantzas, Althusser, Scott, Walby, Pateman, Gramsci, Hutton, Dunleavy & O'Leary, Lukes, Miliband, Friedman, Lyotard, Hall, Lash & Urry, Tunstall.

SECTION B - RELIGION

Total for this Section: 60 marks**Part One**

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|----------|--|
| 4 | (a) Identify and briefly explain some of the reasons why interest in and commitment to alternative spiritual groups may be relatively “short-lived” (Item A , line 9). (8 marks) |
|----------|--|

0 No relevant points.

1 - 4 Answers in this band will have only limited success in identifying, interpreting and/or analysing material to meet the requirements of the question.

Lower in the band – limited success here will probably mean:

- one or two ideas or examples will be identified from religion in general but they will be unfocused, or
- there will be a tendency to recycle material from the Item without identifying specific arguments or evidence. There will be little in the way of explanation.

Higher in the band – answers here will begin to show more focus and, for instance:

- one reason or piece of evidence related to interest in or membership of alternative spiritual groups will be identified and some possible explanation will be suggested, or
- two reasons or pieces of evidence related to interest in or membership of alternative spiritual groups will be identified but without explanation.

5 - 8 Answers in this band will have reasonable successful in identifying, interpreting and/or analysing material to meet the requirements of the question.

Lower in the band – reasonable success here will probably mean:

- Two or more reasons or pieces of evidence related to interest in or membership of alternative spiritual groups will be identified and some limited explanation that is generalised or specific only to one argument or piece of evidence will be offered.
- Three reasons or pieces of evidence related to interest in or membership of alternative spiritual groups are identified but with no explanations offered.

Higher in the band – reasonable success here will probably mean:

- two reasons or pieces of evidence related to interest in or membership of alternative spiritual groups will be identified with brief and accurate explanations of each, or
- three or more reasons or pieces of evidence related to interest in or membership of alternative spiritual groups will be identified but a brief explanation will be offered for only one of them.

Suitable arguments and/or evidence used in any band could include:

- interest is linked to the changing nature of modern culture;
- some people join only in crises and leave when the crisis is over;
- commitment often depends on the leadership groups have;
- some groups fail to recruit beyond their original members;
- groups are marginalised by society;
- some movements are of their time, but date and fade;

- the established religious movements have more enduring power and attraction.

Appropriate explanations could include:

- Interest is linked to the changing nature of modern culture: modern culture is fast moving and changing and taste, habits and affiliations change rapidly with this.
- Religious groups will thus have attractions that may not last long as taste and ideas change.
- Some people join only in crises and leave when the crisis is over: alternative spiritual groups sometimes attract people who have particular needs at times of crisis or stress as they are seen as offering help or a solution to problems. When the crisis is past then the affiliation and interest fade.
- Commitment often depends on the leadership groups have: some groups thrive when charismatic leaders are able to encourage people to join the movement. However, should the leader leave or die the group's ability to attract new members declines.

- | |
|---|
| (b) Using information from Item A and elsewhere, briefly examine why religious groups such as those referred to in Item A fail to attract men and the under 35s. (12 marks) |
|---|

0 No relevant points.

1 - 4 Answers in this band will have only limited success in identifying, interpreting, analysing and evaluating material to meet the requirements of the question. There will be little evidence of relevant knowledge or understanding.

Lower in the band one or two points may be made on spirituality, religion or religious practice such as church attendance in general but there will be a tendency to recycle material from Item A without identifying specific issues or analysing possible evidence or explanations.

Higher in the band one or two factors related to religious belief or practice may be identified and some possible but limited explanations may be suggested. Evaluation will be limited or non-existent.

Spelling, punctuation and grammar may show serious deficiencies and frequent errors, perhaps impairing the intelligibility of significant parts of the answer.

5 - 8 Answers in this band will have been reasonably successful in identifying, interpreting, analysing and evaluating material to meet the requirements of the question.

Lower in the band this may be confined to a competent if basic account, for example of some of the evidence concerning religious belief, practice, gender and/or age. Answers will show a reasonable underlying knowledge and understanding. Some limited explicit evaluation may be offered.

Higher in the band answers will be more developed, with a greater and more explicit use of the skills of identification, analysis and evaluation. Knowledge and understanding will be broader and/or deeper and will begin to identify a wider range of material, going beyond Item A, and refer to factors relating to age and gender.

There may be a tendency to present the material in a rather list-like manner, for example identification of different motivations, lifestyle factors, alternative activities and so on. There is likely to be an attempt to examine Item A and points made, with a couple of appropriate sociological arguments correctly interpreted. Alternatively there may be an attempt to give an extended list of points but with little analysis in terms of the question set.

Spelling, punctuation and grammar will be of a reasonable standard. Commonly used words and sociological terms will generally be spelt correctly. There may be minor errors of punctuation and grammar, but these will not seriously impair the intelligibility of the answer.

9 - 12 Answers in this band will be successful in identifying, interpreting, analysing and evaluating material to meet the requirements of the question. Analysis and evaluation will be explicit and relevant. Sociological knowledge will be conceptually detailed, showing an understanding of a range of sociological material, drawn from Item A and elsewhere.

Lower in the band interpretation may be less selective or evaluation less developed and more list-like.

Higher in the band interpretation will be more focused and evaluation more thorough, developed and explicit.

Candidates will address a range of issues related both to age and to gender, though not necessarily to the same depth. At this level, answers will need to go beyond Item A, possibly to consider a range of evidence on religious belief and practice including positive and negative factors related to age and gender, alternative religions and faiths, changing spiritual needs, the role of peer groups, privatisation and individuation as well as some of the points identified in the bands above. Answers will identify and briefly analyse reasons or explanations for some of the points considered. There will be some explicit evaluation. However, not all of the factors mentioned above are necessary, even for full marks.

Spelling, punctuation and grammar will be of a good to excellent standard. Commonly and less commonly used words and sociological terms will almost always be spelt correctly. Punctuation and grammar will be used correctly throughout to facilitate the intelligibility of the answer.

Part Two

Answer **one** question from this Part.

- | |
|--|
| 5 Assess the view that sociological arguments and evidence support functionalist views of the role and functions of religion in contemporary society. (40 marks) |
|--|

Knowledge and Understanding (20 marks)

- 0** No relevant knowledge or understanding.
- 1 - 5** Answers in this band will show very limited sociological knowledge and understanding.

Lower in the band candidates will present an answer based on a common sense understanding of religion rather than sociological arguments or evidence. There will be only a peripheral link to the question with little evidence that the candidate has understood either the question or the material offered in response to it.

Higher in the band candidates may present a flawed account of knowledge on religion in general. The answer is likely to be characterised by isolated or disjointed points that show very little understanding. The material is still likely to lack a clear focus and is unlikely to raise issues stemming from the question set. Conceptual terms will tend to be used imprecisely or inaccurately and meaning will be unclear.

At this level possible answers might include:

- some isolated points about functionalism or functions of religion, or
- some isolated points about postmodern society, or
- some flawed material from theories of religion.

Spelling, punctuation and grammar may show serious deficiencies and frequent errors, impairing the intelligibility of significant parts of the answer.

- 6 - 10** Answers in this band will show limited sociological knowledge and understanding.

Lower in the band candidates will present knowledge on the set question which is likely to contain inaccuracies and some confusion in understanding. Knowledge is likely to be stronger than understanding. Answers at this level may contain significant amounts of irrelevant material.

At this level possible answers might include:

- a brief list of factors related to the functions of religion, or
- some disjointed but basically accurate material from one or more of the competing theories on religion.

Higher in the band candidates will present an essentially descriptive account of sociological knowledge on the question. Answers will display a basic understanding of the material presented, although a few inaccuracies may still be present. There will be a limited understanding of the demands of the question set.

At this level possible answers might include:

- outlines of one or two studies focused more on the topic area than the question set, probably Durkheim or Malinowski, or
- some outlines of theories of religion with relevance to the question left largely implicit, or
- undeveloped lists of evidence relating to the role and/or functions of religion in contemporary society.

Spelling, punctuation and grammar will be fair. Commonly used words and sociological terms will mostly be spelt correctly. There may still be some errors in punctuation and grammar that may occasionally impair the intelligibility of some parts of the answer.

11 - 15 Answers in this band will show reasonably good sociological knowledge and understanding.

Lower in the band candidates may present accounts that are still somewhat generalised and descriptive and often narrowly focused.

At this level possible answers might include:

- outlines of two or three studies focused broadly on the question set, or
- some more developed theories of religion with some emerging relevance to the question, or
- more developed lists of evidence relating to religion in contemporary society but with a basically accurate but limited theoretical structure.

Higher in the band candidates' answers will present an increased amount of appropriate empirical and/or theoretical detail, and will be increasingly accurate and organised. There will be evidence that the theoretical debate is understood. Candidates will display a clear understanding of the demands of the set question.

At this level possible answers might include:

- increasingly detailed and/or referenced studies focused broadly on the question, or
- more developed theories of religion clearly focused on the set question, or
- fuller and largely accurate descriptions of evidence relating to contemporary society and with an increasingly developed theoretical structure.

Spelling, punctuation and grammar will be of a reasonable standard. Commonly used words and sociological terms will be spelt correctly. There may be minor errors in punctuation and grammar, but these will not seriously impair the intelligibility of the answer.

16 - 20 Answers in this band will show very good sociological knowledge and understanding.

Lower in the band candidates' answers will demonstrate a thorough and accurate knowledge on the set question and a very good understanding of a range of relevant empirical and theoretical material.

At this level possible answers might include:

- increasingly detailed and/or referenced accounts of studies on religion clearly focused on the question set, with concepts accurately explored and clearly understood, or
- theories of religion clearly focused on the set question and linked to empirical evidence, or
- full and accurate descriptions of evidence relating to contemporary society and with a clearly developed theoretical structure.

Higher in the band the links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be detailed and the understanding of the debate and its complexities made explicit.

At this level possible answers might also include some of the following:

- consideration of the problematic nature of much of the information on religious belief and influence;
- comparisons with religious belief and practice in countries other than the UK;
- greater understanding of ideological issues.

Spelling, punctuation and grammar will be of a very good to excellent standard, with commonly and less commonly used words and sociological terms almost always spelt correctly. Meaning will be clear throughout.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Durkheim, Weber, Malinowski, Herberg, Marx, Wilson, Martin, Bellah, Wallis, Troeltsch, Barker, Niebuhr, Tipton, Lyotard, Baudrillard, Mannheim, Giddens, Berger, Simone de Beauvoir, Foucault, Hall, Parsons.

6 “The growth of religious fundamentalism challenges the view that the world is becoming more secular.”

To what extent do sociological arguments and evidence support this view? (40 marks)

Knowledge and Understanding (20 marks)

0 No relevant knowledge or understanding.

1 - 5 Answers in this band will show very limited sociological knowledge and understanding.

Lower in the band candidates will present an answer based on a common sense understanding of religion rather than sociological arguments or evidence. There will be only a peripheral link to the question with little evidence that the candidate has understood either the question or the material offered in response to it.

Higher in the band candidates may present a flawed account of knowledge on religion in general. The answer is likely to be characterised by isolated or disjointed points that show very little understanding. The material is still likely to lack a clear focus and is unlikely to raise issues stemming from the question set. Conceptual terms will tend to be used imprecisely or inaccurately and meaning will be unclear.

At this level possible answers might include:

- some isolated points about secularisation, or
- some flawed material on religious fundamentalism.

Spelling, punctuation and grammar may show serious deficiencies and frequent errors, impairing the intelligibility of significant parts of the answer.

6 - 10 Answers in this band will show limited sociological knowledge and understanding.

Lower in the band candidates will present knowledge on the set question that is likely to contain inaccuracies and some confusion in understanding. Knowledge is likely to be stronger than understanding. Answers at this level may contain significant amounts of irrelevant material.

At this level possible answers might include:

- a brief list of factors related to secularisation, or
- some disjointed but basically accurate material on religious fundamentalism.

Higher in the band candidates will present an essentially descriptive account of sociological knowledge on the question. Answers will display a basic understanding of the material presented, although a few inaccuracies may still be present. There will be a limited understanding of the demands of the question set.

At this level possible answers might include:

- outlines of one or two studies focused more on the topic area than the question, or
- outlines of perspectives on religion with relevance to the question left largely implicit, or
- undeveloped lists of evidence relating to religious fundamentalism and/or secularisation.

Spelling, punctuation and grammar will be fair. Commonly used words and sociological terms will mostly be spelt correctly. There may still be some errors in punctuation and grammar that may occasionally impair the intelligibility of some parts of the answer.

11 - 15 Answers in this band will show reasonably good sociological knowledge and understanding.

Lower in the band candidates may present accounts that are still somewhat generalised and descriptive and often narrowly focused.

At this level possible answers might include:

- timeless but broadly accurate descriptions of theories of religion, or
- more developed perspectives on religion and change with some explicit linkage to the question, or
- fuller and more accurate descriptions of evidence relating to religious groups, activity and change, but imbalanced in approach.

Higher in the band candidates' answers will present an increased amount of appropriate empirical and/or theoretical detail, and will be increasingly accurate and organised. There will be evidence that the theoretical debate is understood. Candidates will display a clear understanding of the demands of the set question.

At this level possible answers might include:

- increasingly detailed and/or referenced accounts of religious groups, social change and secularisation, or
- more developed theories of religion clearly focused on the set question, or
- full and accurate descriptions of evidence relating to religious groups, including fundamentalists, and activity but with only a limited theoretical structure.

Spelling, punctuation and grammar will be of a reasonable standard. Commonly used words and sociological terms will be spelt correctly. There may be minor errors in punctuation and grammar, but these will not seriously impair the intelligibility of the answer.

16 - 20 Answers in this band will show very good sociological knowledge and understanding.

Lower in the band candidates' answers will demonstrate a thorough and accurate knowledge on the set question and a very good understanding of a range of relevant empirical and theoretical material.

At this level possible answers might include:

- increasingly detailed and/or referenced accounts of religious groups and social change with concepts clearly understood and placed in context of the debate on fundamentalism in contemporary societies, or
- perspectives on religion clearly focused on the set question and linked to empirical evidence on religious belief and/or activity, or
- full and accurate descriptions of evidence relating to religious groups and activity and with a developed theoretical structure.

Higher in the band the links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be detailed and the understanding of the debate and its complexities made explicit.

At this level possible answers might also include some of the following:

- understanding of the problematic nature of much of the evidence;
- more detailed knowledge and understanding of the complexity of cause and effect issues;
- a wider range of comparative material exploring and expanding on the question in a more global context.

Spelling, punctuation and grammar will be of a very good to excellent standard, with commonly and less commonly used words and sociological terms almost always spelt correctly. Meaning will be clear throughout.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Wilson, Martin, Herberg, Durkheim, Davie, Bruce, Bellah, Luckman, Troeltsch, Barker, de Beauvoir, Berger, Lyotard, Baudrillard, Foucault, Waters, Gellner, Modood, Hall, Halliday.

SECTION C - WORLD SOCIOLOGY

Total for this Section: 60 marks**Part One**

- | | |
|----------|---|
| 7 | (a) Identify and briefly explain some reasons why mass literacy is not necessarily the best strategy for governments to adopt when trying to develop. <i>(8 marks)</i> |
|----------|---|

0 No relevant points.

1 - 4 Answers in this band will have only limited success in identifying, interpreting and/or analysing material to meet the requirements of the question.

Lower in the band – limited success here will probably mean:

- one or two ideas or examples will be identified about development in general but they will be unfocused, or
- there will be a tendency to recycle material from the Item without identifying specific arguments or evidence. There will be little in the way of explanation.

Higher in the band – answers here will begin to show more focus and, for instance:

- one argument or piece of evidence related to education and development will be identified and some possible explanation will be suggested, or
- two arguments or pieces of evidence related to education and development will be identified but without explanation.

5 - 8 Answers in this band will have reasonable success in identifying, interpreting and/or analysing material to meet the requirements of the question.

Lower in the band – reasonable success here will probably mean:

- Two or more arguments or pieces of evidence related to education and development will be identified and some limited explanation that is generalised or specific only to one argument or piece of evidence.
- Three arguments or pieces of evidence related to education and development are identified but with no explanations offered.

Higher in the band – reasonable success here will probably mean:

- two arguments or pieces of evidence related to education and development will be identified with brief and accurate explanations of each, or
- three or more arguments or pieces of evidence related to education and development will be identified but a brief explanation will be offered for only one of them.

Suitable arguments and/or evidence used in any band could include:

- mass education is too expensive;
- some see educating an elite first as a better development strategy;
- some see educating women in developing countries as wasteful of resources;
- some see education policy as part of the power game in developing countries and use education as a political weapon within their country;

- some might argue that mass literacy would not help development at their particular stage.

Appropriate explanations could include:

- Mass education is too expensive: developing an educational infrastructure would take too much of the scarce resources of a developing country and could not be afforded until a later stage of development.
- Some see educating an elite first as a better development strategy: some argue that to push industrialisation and development on in the early stages what is needed is a small, educated elite who can make decisions and run the country. Most work at that stage will be unskilled or semi-skilled so requires little education.
- Some see educating women in developing countries as wasteful of resources: some might argue a similar point of view to that seen in the West decades ago, that money spent on educating females is wasteful of resources. In many developing countries women have fewer rights and much less power than in the West.

- | |
|--|
| (b) Using information from Item A and elsewhere, briefly examine the view that women in developing societies often suffer disadvantage. (12 marks) |
|--|

0 No relevant points.

1 - 4 Answers in this band will have only limited success in identifying, interpreting, analysing and evaluating material to meet the requirements of the question. There will be little evidence of relevant knowledge or understanding.

Lower in the band one or two points may be made on development or women in the Third World but there will be a tendency to recycle material from Item A without identifying specific patterns or analysing possible explanations.

Higher in the band one or two factors related to development and gender inequalities may be identified and some possible but limited explanations may be suggested. Evaluation will be limited or non-existent.

Spelling, punctuation and grammar may show serious deficiencies and frequent errors, perhaps impairing the intelligibility of significant parts of the answer.

5 - 8 Answers in this band will be reasonably successful in identifying, interpreting and analysing and evaluating material to meet the requirements of the question.

Lower in the band this may be confined to a competent if basic account, for example of some of the evidence and/or arguments concerning the impact of economic development on traditional gender roles and statuses, including information mentioned in Item A. Answers will show a reasonable underlying knowledge and understanding. Some limited explicit evaluation may be offered.

Higher in the band answers will be more developed, with a greater and more explicit use of the skills of identification, analysis and evaluation. Knowledge and understanding will be broader and/or deeper and will begin to identify a wider range of material.

There may be a tendency to present the material in a rather list-like manner, describing reasons for some forms of disadvantage, for example education, land-holding, other forms of finance, legal and social constraints. Alternatively there may be an attempt to examine the Item and points made, with a couple of appropriate sociological arguments correctly interpreted.

Spelling, punctuation and grammar will be of a reasonable standard. Commonly used words and sociological terms will generally be spelt correctly. There may be minor errors of punctuation and grammar, but these will not seriously impair the intelligibility of the answer.

9 - 12 Answers in this band will be successful in identifying, interpreting, analysing and evaluating material to meet the requirements of the question. Analysis and evaluation will be explicit and relevant. Sociological knowledge will be conceptually detailed, showing an understanding of a range of sociological material, drawn from Item A and elsewhere.

Lower in the band interpretation may be less selective or evaluation less developed and more list-like.

Higher in the band interpretation will be more focused and evaluation more thorough, developed and explicit.

Answers will need to address a range of factors linked to development and the treatment of women, though not necessarily to the same depth. Most answers may take the Item as a starting point, but at this level answers will go beyond Item A. Candidates may consider issues such as education, land-holding, other forms of finance, legal and social constraints mentioned in the 5-8 band, but go further and include more fully developed examples. Better candidates may challenge the inevitability of the statement. However, not all the points mentioned in the last two sentences are necessary, even for full marks.

Spelling, punctuation and grammar will be of a good to excellent standard. Commonly and less commonly used words and sociological terms will almost always be spelt correctly. Punctuation and grammar will be used correctly throughout to facilitate the intelligibility of the answer.

Part Two

Answer **one** question from this Part.

8 “Giving aid is inefficient, wasteful and imperialist.”

To what extent do sociological arguments and evidence support this view of the aid relationship between rich industrialised nations and the Third World? *(40 marks)*

Knowledge and Understanding *(20 marks)*

0 No relevant knowledge or understanding.

1 - 5 Answers in this band will show very limited sociological knowledge and understanding.

Lower in the band candidates will present an answer based on a common sense understanding of Third World countries rather than sociological arguments or evidence. There will be only a peripheral link to the question with little evidence that the candidate has understood either the question or the material offered in response to it.

Higher in the band candidates may present a flawed account of knowledge on development in general. The answer is likely to be characterised by isolated or disjointed points that show very little understanding. The material is still likely to lack a clear focus and is unlikely to raise issues stemming from the question set. Conceptual terms will tend to be used imprecisely or inaccurately and meaning will be unclear.

At this level possible answers might include:

- some isolated points about aid, or
- some flawed material from theories of development.

Spelling, punctuation and grammar may show serious deficiencies and frequent errors, impairing the intelligibility of significant parts of the answer.

6 - 10 Answers in this band will show limited sociological knowledge and understanding.

Lower in the band candidates will present knowledge on the set question that is likely to contain inaccuracies and some confusion in understanding. Knowledge is likely to be stronger than understanding. Answers at this level may contain significant amounts of irrelevant material.

At this level possible answers might include:

- a brief list of factors related to aid, or
- some disjointed but basically accurate material from one or more theories of development.

Higher in the band candidates will present an essentially descriptive account of sociological knowledge on the question. Answers will display a basic understanding of the material presented, although a few inaccuracies may still be present. There will be a limited understanding of the demands of the question set.

At this level possible answers might include:

- outlines of one or two studies focused more on the topic area than the question set, probably Rostow or Frank, or

- some unreferenced outlines of perspectives on development with relevance to the question left largely implicit, or
- undeveloped lists of evidence relating to aid and development.

Spelling, punctuation and grammar will be fair. Commonly used words and sociological terms will mostly be spelt correctly. There may still be some errors in punctuation and grammar that may occasionally impair the intelligibility of some parts of the answer.

11 - 15 Answers in this band will show reasonably good sociological knowledge and understanding.

Lower in the band candidates may present accounts that are still somewhat generalised and descriptive and often narrowly focused.

At this level possible answers might include:

- timeless but broadly accurate descriptions of theories of development with an emerging relevance to the question, or
- more developed perspectives on development with some explicit linkage to the question but lacking balance, or
- fuller and more accurate descriptions of evidence relating to development and issues related to aid.

Higher in the band candidates' answers will present an increased amount of appropriate empirical and/or theoretical detail, and will be increasingly accurate and organised. There will be evidence that the theoretical debate is understood. Candidates will display a clear understanding of the demands of the set question.

At this level possible answers might include:

- increasingly detailed and/or referenced accounts of development with some explicit linkage to the question, or
- full and accurate descriptions of evidence relating to development and aid with some links to theoretical arguments made explicit, or
- a more developed and balanced approach to perspectives on development with some explicit linkage to the question.

Spelling, punctuation and grammar will be of a reasonable standard. Commonly used words and sociological terms will be spelt correctly. There may be minor errors in punctuation and grammar, but these will not seriously impair the intelligibility of the answer.

16 - 20 Answers in this band will show very good sociological knowledge and understanding.

Lower in the band candidates' answers will demonstrate a thorough and accurate knowledge on the set question and a very good understanding of a range of relevant empirical and theoretical material.

At this level possible answers might include:

- increasingly detailed and/or referenced accounts of development with the issues raised by the question accurately explored and clearly understood, or
- perspectives on development clearly focused on the set question and linked to empirical evidence on the distribution of aid, or
- full and accurate descriptions of evidence relating to aid, linked to some developed theoretical material.

Higher in the band the links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be detailed and the understanding of the debate and its complexities made explicit.

At this level possible answers might include, in addition to the points above:

- some understanding of the ideological nature of the arguments;
- some understanding of the implications of political issues in decisions on aid and development;
- understanding of the complexity of the process of development in different contemporary societies and the relevance of this to the debates.

Spelling, punctuation and grammar will be of a very good to excellent standard, with commonly and less commonly used words and sociological terms almost always spelt correctly. Meaning will be clear throughout.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Rostow, Frank, Soros, Held, Robertson, Friedman, Hayter, Sklair, Mitter, Frobel, Allen, Harrison, Giddens, Hulme & Turner, Wallerstein, Beck, Redclift, George, Kiely, Smith, Mouzelis, Vidal.

9 “There are at least 500 million people starving in the world, but there is also plenty of food in the industrialised world. The problem is not the amount of food available but getting it to the right location.”

To what extent do sociological arguments and evidence support this view of the causes of world hunger? (40 marks)

Knowledge and Understanding (20 marks)

0 No relevant knowledge or understanding.

1 - 5 Answers in this band will show very limited sociological knowledge and understanding.

Lower in the band candidates will present an answer based on a common sense understanding of the Third World rather than sociological arguments or evidence. There will be only a peripheral link to the question with little evidence that the candidate has understood either the question or the material offered in response to it.

Higher in the band candidates may present a flawed account of knowledge on development in general. The answer is likely to be characterised by isolated or disjointed points that show very little understanding. The material is still likely to lack a clear focus and is unlikely to raise issues stemming from the question set. Conceptual terms will tend to be used imprecisely or inaccurately and meaning will be unclear.

At this level possible answers might include:

- some isolated points about developing countries, famine, or
- some flawed material from theories of development.

Spelling, punctuation and grammar may show serious deficiencies and frequent errors, impairing the intelligibility of significant parts of the answer.

6 - 10 Answers in this band will show limited sociological knowledge and understanding.

Lower in the band candidates will present knowledge on the set question which is likely to contain inaccuracies and some confusion in understanding. Knowledge is likely to be stronger than understanding. Answers at this level may contain significant amounts of irrelevant material.

At this level possible answers might include:

- a brief list of factors related to development, or
- a list of factors related to health issues and/or famine, or
- some disjointed but basically accurate material from one or more theories of development.

Higher in the band candidates will present an essentially descriptive account of sociological knowledge on the question. Answers will display a basic understanding of the material presented, although a few inaccuracies may still be present. There will be a limited understanding of the demands of the question set.

At this level possible answers might include:

- descriptions of the work of one or two NGOs working in this area but with relevance to the question left largely implicit, or
- some outlines of perspectives on development with relevance to the question left largely implicit, or
- undeveloped lists of evidence relating to health issues and/or food production and loosely tied to the question.

Spelling, punctuation and grammar will be fair. Commonly used words and sociological terms will mostly be spelt correctly. There may still be some errors in punctuation and grammar that may occasionally impair the intelligibility of some parts of the answer.

11 - 15 Answers in this band will show reasonably good sociological knowledge and understanding.

Lower in the band candidates may present accounts that are still somewhat generalised and descriptive and often narrowly focused.

At this level possible answers might include:

- more detailed descriptions of the work of NGOs working in this area and with limited explicit linkage to the question set, or
- outlines of perspectives on development, probably in a simple juxtaposition, with relevance to the question made explicit, or
- lists of evidence relating to health issues and food production and with limited explicit linkage to the question set.

Higher in the band candidates' answers will present an increased amount of appropriate empirical and/or theoretical detail, and will be increasingly accurate and organised. There will be evidence that the theoretical debate is understood. Candidates will display a clear understanding of the demands of the set question.

At this level possible answers might include:

- increasingly detailed and/or referenced accounts of development going beyond a simple juxtaposition and with some explicit links to the question, or
- more developed studies of NGOs and other organisations working with famines and health issues, or
- fuller and more accurate descriptions of evidence relating to health, food production and other development issues, with some sociological explanations but with a more limited theoretical structure.

Spelling, punctuation and grammar will be of a reasonable standard. Commonly used words and sociological terms will be spelt correctly. There may be minor errors in punctuation and grammar, but these will not seriously impair the intelligibility of the answer.

16 - 20 Answers in this band will show very good sociological knowledge and understanding.

Lower in the band candidates' answers will demonstrate a thorough and accurate knowledge on the set question and a very good understanding of a range of relevant empirical and theoretical material.

At this level possible answers might include:

- detailed and referenced accounts of development explicitly linked to the question, or
- developed understanding of the work of NGOs and others and the role of aid in tackling hunger and with some linked empirical evidence, or

- full and accurate accounts of evidence relating to health, food production and other development issues, with sociological explanations and with a clear theoretical structure.

Higher in the band the links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be detailed and the understanding of the debate on development and its complexities made explicit.

At this level possible answers might include, in addition to the points above:

- greater understanding of the complexity of the developmental process;
- understanding of the complexity of the global political framework in which many issues are progressed;
- greater awareness of the internal as well as external political issues for some countries.

Spelling, punctuation and grammar will be of a very good to excellent standard, with commonly and less commonly used words and sociological terms almost always spelt correctly. Meaning will be clear throughout.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Rostow, Frank, Wallerstein, Soros, Giddens, Friedman, Hayter, Sklair, Mitter, Froebel, Allen, Harrison, Hulme & Turner, Kerr, Kiely, Gill & Law, Waters, Mies, Crow, Chen, Lappe.