



General Certificate of Education

Sociology 6191

SCY4 Power and Politics; Religion; World Sociology

Mark Scheme

2005 examination – June series

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.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

**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.

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.

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.

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.

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.

QUALITY OF WRITTEN COMMUNICATION

Where candidates are required to produce extended written material in English, the scheme of assessment must make specific reference to the assessment of the quality of written communication. Candidates must be required to:

- select and use a form and style of writing appropriate to purpose and complex subject matter;
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate;
- ensure text is legible, and spelling, grammar and punctuation are accurate, so that meaning is clear.

The assessment criteria for quality of written communication apply to the assessment of Questions 1 (b), 4 (b) and 7 (b) and Questions 2, 3, 5, 6, 8 and 9. The following criteria should be applied in conjunction with the mark schemes (the general mark scheme and the question specific mark scheme).

The quality of written communication bands must be regarded as integral to the appropriate mark scheme band even though they are listed separately in the mark scheme. Examiners should note that, in the assessment of candidates' sociological knowledge and skills, the assessment of the Quality of Written Communication will be judged through the assessment of the clarity and appropriateness of the sociological material presented.

Questions 1 (b), 4 (b), 7 (b)

In the 1 – 4 band, candidates' answers are likely to be characterised by the poor logical expression of ideas and the use of a limited range of conceptual terms, perhaps often used imprecisely and/or inaccurately. Spelling, punctuation and grammar may show serious deficiencies and frequent errors, perhaps impairing the intelligibility of significant parts of the answer.

In the 5 – 8 band, candidates' answers are likely to be characterised by the fair to good logical expression of ideas and the competent use of a reasonable range of conceptual terms. 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.

In the 9 – 12 band, candidates' answers are likely to be characterised by the very good to excellent logical expression of ideas and the precise use of a broad range of conceptual terms. Spelling, punctuation and grammar will be of a very 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.

Questions 2, 3, 5, 6, 8, 9

In the 1 – 5 band, candidates' answers are likely to be characterised by the very poor logical expression of ideas and the use of a very limited range of conceptual terms, perhaps often used imprecisely and/or inaccurately. Spelling, punctuation and grammar may show serious deficiencies and frequent errors, impairing the intelligibility of significant parts of the answer.

In the 6 – 10 band, candidates' answers are likely to be characterised by the generally fair logical expression of ideas, though perhaps with some occasional flaws, and the use of a somewhat limited range of conceptual terms, perhaps sometimes used imprecisely and/or inaccurately. Spelling, punctuation and grammar will be fair. Commonly used words and sociological terms will mostly be spelt correctly. There may be some errors in punctuation and grammar which impair the intelligibility of some parts of the answer.

In the 11 – 15 band, candidates' answers are likely to be characterised by the reasonable to good logical expression of ideas and the competent use of a reasonable range of conceptual terms.

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.

In the 16 – 20 band, candidates' answers are likely to be characterised by the very good to excellent logical expression of ideas and the precise use of a broad range of conceptual terms. 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.

Choose **one** Section.
Do **not** answer questions from more than one Section.

SECTION A - POWER AND POLITICS

If you choose this Section, answer Question 1 and **either** Question 2 **or** Question 3.

1

Total for this Section: 60 marks

- | |
|--|
| (a) Identify and briefly explain some of the reasons why class dealignment in politics may have taken place over the last thirty years (Item A , lines 7 – 8). <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 reason will be identified from politics in general but it will be confused and/or unfocused or,
- there may be a tendency to recycle material from the Item without identifying specific reasons for dealignment. There will be no satisfactory explanation or,
- one reason for class dealignment will be identified but there will be no satisfactory explanation offered.

Higher in the band - limited success here will probably mean:

- one reason for class dealignment will be identified and some possible explanation will be given or,
- two reasons for class dealignment will be identified but without satisfactory explanations.

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 reasons for class dealignment will be identified and some limited explanation that is generalised or is specific only to one reason will be offered.
- Three reasons for class dealignment will be identified but with no satisfactory explanations offered.

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

- Two reasons for class dealignment will be identified with brief and accurate explanations for each or,
- Three or more reasons for class dealignment will be identified but a brief explanation will be offered for only one of them.

Suitable reasons for class dealignment could be:

- political parties have had to broaden their appeal;
- traditional social classes have been breaking down;
- the nature of political support has changed more to consumerism;

- non class-based politics has come more to the fore;
- partisanship based on class never really existed anyway.

Suitable brief explanations could be:

- Political parties have had to broaden their appeal: in modern politics parties cannot any longer get elected to govern based solely on a single class-based support. They have had to look for support across the social classes and changed their appeal to voters accordingly.
- Traditional social classes have been breaking down: the old social class structure of Britain in the 1950s and 1960s where mass classes were the norm has been changed by mobility and other factors to a more differentiated and individualised social structure.
- The nature of political support has changed more to consumerism: the nature of support and voting has changed to one where electors have less loyalty and instead shop around more in a consumer-like fashion, voting for the party that seems best for them at the time.

- | |
|---|
| (b) Examine some of the reasons why there may have been a change from “formal pressure group activity” to “loosely linked campaigns for social and political change”
(Item A, lines 4 – 5 and 8 – 9).
(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 the Item without identifying specific issues or analysing possible evidence or explanations.

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

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 the changing nature of pressure group activity. 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 different successful pressure group campaigns or changes in the nature of politics and parties. There is likely to be an attempt to examine the Item 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.

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.

Candidates will address a range of issues, though not necessarily to the same depth. Most answers may take the Item as a starting point, but at this level answers will need to go beyond this, possibly to consider the accuracy of the statement in the Item in the light of some of the following points: reasons for change in the nature of politics; moves to issue based rather than class or occupation based politics; globalisation; politics becoming more instrumental and individualised; issues becoming more fluid and interlinked, complex & global; changes to trade unions; the success of some campaigns; disenchantment with formal organisations. 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.

EITHER

2 “Britain is not open and democratic. It operates on dimensions of power that are hidden, closed and inaccessible to most of the population.”

To what extent do sociological arguments and evidence support this view of the nature and distribution of power in Britain today? *(40 marks)*

Knowledge and Understanding

20 marks

0 No knowledge or understanding relevant to the set question.

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 or power 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 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 sources of power or,
- some flawed material from theories of power.

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 forms or types of power or,
- some disjointed but basically accurate material from one or more of the perspectives or,
- a list of examples of powerful groups in modern society.

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 Marx or Lukes or,
- a more extensive list of factors or empirical evidence related to sources or types of power or,
- more coherent and accurate material from one or more of the perspectives but lacking detail on Britain today.

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 Lukes, Hewitt or Marx and with the question largely implicit or,
- a more extensive list of factors and empirical evidence related to sources and types of power 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 Britain today.

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 debates are 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 and empirical evidence related to sources and types of power but with limited theoretical structure or,
- coherent and broadly accurate material from two or more of the perspectives and with more development on decision making in Britain today.

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 and empirical evidence related to sources and types of power. These could include political, economic, military, class and gender power. There will be a clear theoretical structure or,
- coherent and accurate material from a range of perspectives and with concepts such as ideology, patriarchy, oligarchy and their relationship to decision making understood and discussed or,
- detailed and/or referenced accounts of studies on power in societies with concepts and/or ideological issues accurately explored and clearly understood and their relevance to Britain today made explicit.

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 debates on the nature and distribution of power and their complexities made explicit.

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

- the difficulties with much of the evidence on power and decision making;
- the ideological nature of many of the arguments;
- the influence of global factors and their relevance to the debates.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Marx, Engels, Weber, Lukes, Gramsci, Giddens, Mills, Parsons, Dahl, Marsh, Hewitt, Pareto, Miliband, Poulantzas, Hirst, Hutton, Mann, Foucault, Baudrillard, Mitchell, Hacker, Faludi.

OR

3 Evaluate both how **and** why the role of the modern state has changed over the last thirty years.
(40 marks)

Knowledge and Understanding

20 marks

0 No knowledge or understanding relevant to the set question.

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 modern society 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 state 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 the power of the state or,
- some flawed material from theories of power.

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 changes that have affected the role of the state or,
- some disjointed but basically accurate material from one or more of the perspectives or,
- a list of examples of incidents that indicate changing roles, these could be internal or external.

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 Sklair or Weber or,
- a more extensive list of factors related to changes that have affected the role of the state or,
- more coherent and accurate material from one or more of the perspectives but lacking detail on the modern state.

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 Sklair, Finer or Giddens, and with the question largely implicit or,
- a more extensive list of factors related to changes that have affected the role of the state such as the globalisation of capitalism, changes in the nature of world politics, the impact of the New Right on the political framework, developments in pressure group activities, global terrorism, developments in mass media and the Internet, 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 modern state.

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 debates are 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 changes that have affected the role of the state but with limited theoretical structure or,
- coherent and broadly accurate material from two or more of the perspectives and with more development on the modern state.

16 – 20 Answers in this band will show very good sociological knowledge and understanding and will address both aspects of the question ('how' and 'why').

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 changes in the role of states. These could include changes at different levels, such as international or citizen, and in relation to external and internal organisations. There will be a clear theoretical structure or,
- coherent and accurate material from a range of perspectives and with relevant concepts clearly understood and discussed or,
- detailed and/or referenced accounts of studies on the state 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 about the role of the state in contemporary society and its complexities made explicit.

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

- challenges to the globalisation thesis;
- some ideas on the impact of social movements such as nationalism and religious fundamentalism;
- more complex consideration of the changes in the relationship between the modern state and its citizens.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Baudrillard, Lyotard, Giddens, Foucault, Fraser, Hallsworth, Crook et al, Mann, Held, Hirst, Hutton.

SECTION B - RELIGION

If you choose this Section, answer Question 4 and **either** Question 5 **or** Question 6.

4

Total for this Section: 60 marks

(a) Identify and briefly explain some of the reasons why church attendance might be seen as an unreliable measure of belief today. <i>(8 marks)</i>
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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 reason will be identified from religion in general but it will be confused and/or unfocused or,
- there may be a tendency to recycle material from the Item without identifying specific reasons why church attendance might be seen as an unreliable measure. There will be no satisfactory explanation or,
- one reason will be identified but there will be no satisfactory explanation offered.

Higher in the band - limited success here will probably mean:

- one reason will be identified and some possible explanation will be given or,
- two reasons will be identified but without satisfactory explanations.

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 reasons will be identified and some limited explanation that is generalised or is specific only to one way will be offered or,
- three reasons will be identified but with no satisfactory explanations offered.

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

- two reasons will be identified with brief and accurate explanations for each or,
- three or more reasons will be identified but a brief explanation will be offered for only one of them.

Suitable reasons why church attendance might be seen as an unreliable measure of belief today could be as:

- church records on attendance are inaccurate;
- people go to church for a variety of reasons;
- just because people do not go to church does not mean that they do not believe;
- defining belief is problematic;
- there are many alternative forms of worship to going to church today.

Suitable brief explanations could be:

- Church records on attendance are inaccurate: counts of people going to church are unreliable because they may be taken at unrepresentative times, such as Easter or Christmas, when more people attend than at other times in the year.
- People go to church for a variety of reasons: many people go to church for social reasons such as being part of a community or for a ceremony such as a wedding and do not necessarily share a belief.
- Just because people do not go to church does not mean that they do not believe: for many people today belief has become a privatised activity which does not involve going to a church.

(b) Briefly examine the view that the established Church has suffered from “declining influence” over most social groups in Britain today (**Item B**, lines 4 – 5). (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 belief or church attendance but there will be a tendency to recycle material from the Item without identifying specific patterns or analysing possible explanations.

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

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 and/or arguments concerning changes in the role or influence of religion, including those mentioned in the Item. 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, for example describing reasons why one or other group are more or less influenced by Church(es). Alternatively, there may be an attempt to examine the Item and points made, with a couple of appropriate sociological arguments correctly interpreted.

9 – 12 Answers in this band will be successful in identifying, interpreting, analysing and evaluating material to meet the requirements of the question with reference to the established Church. 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 explanations for the declining influence of the Church, though not necessarily to the same depth. Most answers may take as a starting point the idea of being more or less religious, but at this level answers will go beyond the Item, possibly to consider issues such as the declining influence in politics and legislation, growing competition from other churches and religious organisations, debates about women and gays in the Church, growing rationality and/or scientificity of society, the diversity of groups within society, secularisation, the decline of religious education in state schools, alternative activities which compete with the Church and the growth of influence from the media. However, not all the points mentioned in the last sentence are necessary, even for full marks.

EITHER

5 “The main function of religion in society today is to dull the pain of oppression.”

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

Knowledge and Understanding**20 marks**

0 No knowledge or understanding relevant to the set question.

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 belief or 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 functions or,
- some flawed material from theories of religion.

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 functions of religion or,
- some disjointed, but basically accurate, material from one or more of the perspectives or,
- a list of examples of oppressed groups with some limited links to 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, possibly Durkheim or Malinowski,
- a more extensive list of factors related to functions of religion or,
- more coherent and accurate material from one or more of the perspectives, probably linking the statement to Marxism or feminism, but lacking detail on society today.

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 Marx or Wallis, and with the question largely implicit or,
- a more extensive list of factors related to the functions of religion and with a limited theoretical structure or,
- coherent and broadly accurate material from two or more of the perspectives, probably Marxism with functionalism and/or feminism, but with only limited development on society today.

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 debates are understood. Candidates will display a clear understanding of the demands of the set question.

At this level possible answers might include:

- more detailed and wider ranging descriptions of studies focused on the question set, but with a limited theoretical structure or,
- fuller and more accurate descriptions of factors related to the functions of religion but with limited theoretical structure or,
- coherent and broadly accurate material from two or more of the perspectives and with more development on their relevance to society today.

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 about religion in society today.

At this level possible answers might include:

- increasingly full, accurate and wider descriptions of factors related to the functions of religion today. These could include coping with crises, communal and ceremonial factors, and changing individual needs and social structures. There will be a clear theoretical structure or,
- coherent and accurate material from a range of perspectives and with concepts such as individuation, disengagement, patriarchy, power, consumerism and disenchantment understood and discussed or,
- detailed and/or referenced accounts of studies focused on the question set 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 problematic nature of understanding religion in society today and its complexities made explicit.

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

- greater awareness of relevant ideological issues;
- more emphasis on post-modern analyses;
- greater understanding of the impact of global political and economic issues.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Bauman, Marx, Weber, Durkheim, Parsons, Heelas, Malinowski, Davie, Wallis, Bruce, Lyotard.
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OR

- 6** “There is more to religion than just belief. For instance, religion and religious organisations may help groups to cope with changes such as migration and adjustment to new societies. For some, religion provides the whole basis on which their lives are structured.”

To what extent do sociological arguments and evidence support this view of the relationship between religious beliefs, religious organisations and social groups? *(40 marks)*

Knowledge and Understanding

20 marks

0 No knowledge or understanding relevant to the set question.

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 or religious belief 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 sects or other religious organisations or,
- some flawed material from theories of religion.

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 religious organisations and/or social groups and beliefs or,
- some disjointed but basically accurate material from one or more of the perspectives or,
- a list of examples of different social groups and some limited links to religious organisations.

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 Wallis or Herberg,
- a more extensive list of factors related to religious organisations and/or social groups and beliefs or,

- more coherent and accurate material from one or more of the perspectives, but lacking detail and focus on the question set.

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 Davie, Herberg and/or Wallis, and with the question largely implicit or,
- a more extensive list of factors related to religious organisations and/or social groups and beliefs and with a limited theoretical structure or,
- coherent and broadly accurate material from two or more of the perspectives but with only limited empirical development on 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 debates are 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 religious organisations, social groups and beliefs but with limited theoretical structure or,
- coherent and broadly accurate material from two or more of the perspectives and with more empirical development on the question set.

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 religious organisations, social groups and beliefs. These could include community factors, coping with transition, identity and heritage, making sense of and bringing order to modern life and coping with change. There will be a clear theoretical structure or,
- coherent and accurate material from a range of perspectives and with aspects relating to factors such as gender, social class, ethnicity, race, returns to traditional ways and fundamentalism understood and discussed or,
- detailed and/or referenced accounts of studies on different social groups 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:

- more detailed exploration of postmodernist views on religious beliefs in contemporary society;

- greater understanding of the complexities underlying belief in the current global context;
- awareness of links between religious and political thoughts and movements.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Gill, Smith, Herberg, Bellah, Shils & Young, Lane, Johnson, Bruce, Davie, Modood & Berthoud, Hennels, Ash & Goodchild, Jenkins.

SECTION C - WORLD SOCIOLOGY

If you choose this Section, answer Question 7 and **either** Question 8 **or** Question 9.

7

Total for this Section: 60 marks

- (a) Identify and briefly explain some of the reasons why education may not be “a priority for many governments” (**Item C**, line 15). (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 reason will be identified from development and/or education in general but it will be confused and/or unfocused or,
- there may be a tendency to recycle material from the Item without identifying specific reasons why education does not seem to be a priority. There will be no satisfactory explanation or,
- one reason why education does not seem to be a priority will be identified but there will be no satisfactory explanation offered.

Higher in the band - limited success here will probably mean:

- one reason will be identified and some possible explanation will be given or,
- two reasons will be identified but without satisfactory explanations.

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 reasons will be identified and some limited explanation that is generalised or is specific only to one reason will be offered;
- three reasons will be identified but no satisfactory explanations offered.

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

- two reasons will be identified with brief and accurate explanations for each or,
- three or more reasons will be identified but a brief explanation will be offered for only one of them.

Suitable reasons why education does not seem to be a priority could be:

- developing an education system costs a great deal of money;
- there are other more urgent priorities;
- education is low on domestic political agendas;
- technical or educated help can be brought in if required;
- governments might use education or the lack of it as power.

Brief explanations could be:

- developing an education system costs a great deal of money: education is expensive and building an infrastructure will be expensive and long-term with possibly little obvious short-term benefit;
- there are other more urgent priorities: in many countries the need for food, controlling disease or providing work seem far more important and urgent than building schools or universities;
- education is low on domestic political agendas: it might be that there are few votes to be won for governments by being seen to invest in education – other things are higher up the local political agendas.

(b) Examine some of the ways in which education could contribute to the process of development. (12 marks)
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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 education in general but there will be a tendency to recycle material from the Item without identifying specific issues or analysing possible evidence or explanations.

Higher in the band one or two factors related to education may be identified and some possible but limited explanations of its role in the process of development may be suggested. Evaluation will be limited or non-existent.

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 education and development, for instance identifying relevant strategies of development and/or the use of external advisers. 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 in giving the positive values and functions of education. There is likely to be an attempt to examine the Item 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.

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 the Item as a starting point, but at this level answers will need to go beyond this, possibly to consider the relative merits of mass literacy versus the education of elites, issues around building a skills base, the priorities and realities faced by governments in development, power, political and financial issues, arguments about education as the engine of innovation and technology. 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.

EITHER

<p>8 “For development to be successful it must be sustainable.”</p>
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<p>To what extent do sociological arguments and evidence support this view?</p>

<p>(40 marks)</p>

Knowledge and Understanding**20 marks**

0 No knowledge or understanding relevant to the set question.

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 development 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 or the environment 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 the environment or economics or,
- some flawed material from theories of development.

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,
- some disjointed, but basically accurate, material from one or more of the perspectives or,
- a list of examples of problematic development projects.

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 Rostow or Frank or,
- a more extensive list of factors related to development or,
- more coherent and accurate material from one or more of the perspectives but lacking detail on sustainability.

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 Rostow, Frank or Sklair and with the question largely implicit or,
- a more extensive list of factors related to development with some explicit reference to different strategies and /or sustainability 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 strategies and/or aspects affecting sustainability.

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 debates are 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 development with explicit reference to strategies and sustainability but with limited theoretical structure or,
- coherent and broadly accurate material from two or more of the perspectives and with more development on aspects affecting the sustainability of development.

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 development with explicit reference to sustainability. These could include environmental factors, economic issues such as investment, labour markets, infrastructure development and the need for economic and political stability. There will be a clear theoretical structure or,
- coherent and accurate material from a range of perspectives and with key concepts and terms clearly understood and discussed or,
- detailed and/or referenced accounts of studies on development with relevant strategies, 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 consideration of some of the following:

- the complex nature of development including the mix of social, political and economic factors;
- the problematic nature of measuring development and estimating sustainability;
- the ideological nature of many of the arguments within the debate on development.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Rostow, Frank, Sklair, Hayter, Brandt, Yearley, Held, Beck, Giddens, Cater, Harrison.

OR

9 Evaluate the roles of transnational corporations and other non-governmental organisations in the process of development. *(40 marks)*

Knowledge and Understanding

20 marks

0 No knowledge or understanding relevant to the set question.

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 development 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 TNCs, NGOs or 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 different organisations working in developing countries or,
- some flawed material from theories of development.

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,
- some disjointed, but basically accurate, material from one or more of the perspectives or,
- a list of examples of work by NGOs or TNCs.

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 Rostow or Frank or,
- a more extensive list of factors related to the work of NGOs or TNCs in developing countries or,
- more coherent and accurate material from one or more of the perspectives but lacking detail on links to the work of TNCs and NGOs.

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 Rostow, Frank or Sklair and with the question largely implicit or,
- a more extensive list of factors related to the work of NGOs and/or TNCs in developing countries and with a limited theoretical structure. Answers at this level may be imbalanced or,
- coherent and broadly accurate material from two or more of the perspectives but with only limited development on the work of NGOs or TNCs in developing countries.

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 debates are 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 NGOs and TNCs in developing countries possibly linking these to the decline of the influence of nation states but with limited theoretical structure or,
- coherent and broadly accurate material from two or more of the perspectives and with more detail on NGOs and TNCs in developing countries.

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 NGOs and TNCs in developing countries. These could include the de-politicisation of many issues, the role of agencies such as the UN, economic and employment needs and priorities and different strategies for development. There will be a clear theoretical structure or,
- coherent and accurate material from a range of perspectives and with concepts such as globalisation and development strategies understood and discussed in the context of the debate on the role of NGOs and TNCs or,
- detailed and/or referenced accounts of studies on NGOs and TNCs in developing countries 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:

- greater awareness of the complexity of development issues;
- better understanding of the power and influence of bodies like the UN;

- greater understanding of differentiation between nation states and their significance on a global platform, particularly with regard to the role of the USA.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Rostow, Frank, Sklair, Held, Beck, Giddens, Hirst, Thompson, Hutton, Robertson, Bauman, Castells, Albrow, Ohmae.

Note: NGOs may be taken to refer to any organisations other than nation states, eg UN, NATO, IMF, World Bank, EU, charities, etc.