



General Certificate of Education

Sociology 6191

**SCY4 Power and Politics; Religion;
World Sociology**

Mark Scheme

2007 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.

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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 UNIT 4**AO1: 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 – 16 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.

17 – 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 UNIT 4**AO2: 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 – 16 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.

17 – 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 – 9 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 10 – 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 – 16 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 17 – 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.

Total for this section: 60 marks

1 Read **Item A** below and answer parts (a) and (b) which follow.

(a) Identify and briefly explain some key aspects of the role of political parties in the political process. <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 aspect 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 aspects of the role of parties. There will be no satisfactory explanation or,
- one aspect will be identified but there will be no satisfactory explanation offered.

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

- one aspect will be identified and some possible explanation will be given or,
- two aspects of the role of parties 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 aspects of the role of parties will be identified and some limited explanation that is generalised or is specific only to one way will be offered.
- three aspects of the role of parties will be identified but with no satisfactory explanations offered.

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

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

Suitable aspects could be:

- organising to win power;
- formulation of policies;
- recruiting politicians;
- campaigning to win elections;
- dealing with issues raised by the electorate.

Suitable brief explanations could be:

- organising to win power: parties need to win power to put their ideas into practice so they have to work out strategies and tactics which give them the best chance to win elections;
- formulation of policies: parties bring together different views to work out the way they think would be best for running the country. These ideas, or policies, are then put before the electorate;
- recruiting politicians: political parties need to make sure that suitable people are recruited to become future MPs and/or ministers.

- (b) Using material from **Item A** and elsewhere, briefly examine the view that ‘ideological differences between the main political parties are no longer significant’ (**Item A**, lines 6 – 7). (12 marks)

0 No relevant points.

1 – 4 Answers in this band will have only limited success in identifying, interpreting, analysing and/or 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 political parties or 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 political parties may be identified, for instance one or two functions, and some possible but limited explanations may be suggested. Evaluation will be limited or non-existent.

5 – 9 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 arguments and/or evidence concerning the nature of modern political parties in the political process, for instance the need to have wide and mass appeal, the diminution of the role of ideology, perceived changes to some parties – eg Labour before 1997 and the Conservative Party in 2005. 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, interpretation, 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 political parties and making comparisons, identifying functions and roles and discussing changes over the past few decades. 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.

10 – 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 modernisation of political parties – maybe focusing on New Labour, the growth of nationalist and single issue parties, wider changes in the political process and their impact on parties, traditional functions and the success or otherwise of parties at different political levels, the impact of the mass media and issues to do with party image. Clear comparisons with the past will be drawn. Answers will identify and briefly analyse reasons or explanations for some of the points considered. There will be some explicit evaluation.

Note: however, not all of the points mentioned above are necessary, even for full marks.

EITHER

- | |
|---|
| <p>2 Evaluate the usefulness of Marxist theories to our understanding of the nature and distribution of power in society today. <i>(40 marks)</i></p> |
|---|

AO1: Knowledge and Understanding**20 marks**

Candidates are expected to analyse and evaluate Marxist and neo-Marxist theories of power in relation to society today. Both aspects of the question should be considered but not necessarily to the same depth.

Some candidates may seek simply to describe different approaches by different authors in a fairly timeless manner. However, better candidates may examine similarities and differences, strengths and weaknesses and make comparisons with other perspectives, for instance with feminist views. Candidates may also attempt to support or refute points by reference to empirical evidence. Candidates may examine the sources of different forms of power. They may also consider internal and external influences on the uses of power. In considering these issues the following sources or other suitable alternative ones may be used: Giddens, Lukes, Marx, Sklair, Pareto, Grant, Marsh, Mills, Parsons, Weber, Bottomore, Engels, Schumpeter, Jessop, Hutton, Gramsci, Poulantzas, Miliband, Dahl, Chomsky, Ohmae, Hirst, Held & McGrew, Foucault, Mann, Baudrillard.

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 Marxism 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 types of power or,
- some flawed material from Marxist theory.

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:

- some disjointed but basically accurate material from Marxist theory or,
- a brief list of points related to sources of power in society or,
- an account of the nature of power but with no coherent explanation.

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 Marxist perspectives on power focused more on the topic area than the question set or,
- a more extensive list of points or empirical evidence related to sources of power or,
- a more coherent and accurate account of the nature of power with limited explanation of Marxism's relevance to society today.

11 – 16 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 or perspectives on power probably in a simple and largely timeless juxtaposition and with the question largely implicit or,
- a more extensive list of points and empirical evidence related to the nature and/or distribution of power, possibly focusing on changes in modern capitalism and the changing nature of control and decision-making in society but with a limited theoretical understanding or,
- coherent and broadly accurate empirical evidence on the nature of power today and its uses but with only limited links made to evaluating Marxist theories.

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:

- detailed accounts of studies or perspectives on power in a more developed juxtaposition and with some explicit links to understanding society today or,
- fuller and more accurate descriptions of points and empirical evidence related to the nature and/or distribution of power, possibly considering areas such as economic, political, social class, patriarchal and other forms of power and with an emerging theoretical structure;
- coherent and broadly accurate empirical evidence on the uses of power and with clear links made to the question set.

17 – 20 Answers in this band will show very good sociological knowledge and understanding.

Lower in the band, candidates' answers will demonstrate 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 accounts of classic and more modern studies or perspectives on the nature and uses of power. Concepts will be clearly understood and applied to understanding society today or,
- coherent and accurate material relating to points and empirical evidence on the nature and distribution of power analysed and linked to the question, possibly within the context of a wider debate on the changing nature of decision-making and power in a global context or,

- detailed and/or referenced accounts of studies on sources, distribution and uses of power with concepts such as hegemony, polarisation, patriarchy, authority, variable-sum, constant-sum, and/or ideological issues accurately explored and clearly understood and their relevance to society 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 of power and decision-making in society today and their complexities made explicit.

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

- the applicability of Marxism to a global debate;
- greater awareness and understanding of the ideological nature of politics and political explanations;
- greater understanding of the subtle differences between Marxist and neo-Marxist approaches.

OR

3 Evaluate the role of pressure and interest groups in the political process today. <i>(40 marks)</i>

A01: Knowledge and Understanding**20 marks**

Candidates are expected to explore the role of pressure and interest groups in the political process today. This may be done in a national or global context.

Some candidates may offer typologies of pressure and interest groups, or a list of functions, in a fairly timeless structure. Better candidates will explore not only the various dimensions, actions, membership and tactics of pressure and interest groups, but also the influence of wider political issues and actions on their development and role today. Globalisation, the development of the internet, the internationalisation of politics and their effects might feature in some answers. In considering these issues the following sources or other suitable alternative ones may be used: Marsh, Grant, Marshall, Faulks, Giddens, Hutton, Lister, Hirst, Turner, Hallsworth, Crook et al, Mann, Foucault, Callinicos, Beck, Dahl, Hewitt.

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 charities or pressure groups 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 politics and/or pressure groups 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 pressure groups or,
- some flawed material from theories on 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 different kinds of pressure/interest groups or,
- a disjointed but basically accurate list of material on pressure group activity or,
- a brief list of different theoretical perspectives but with their relationship to the question left implicit.

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 Marsh or Giddens or,
- a more extensive list of examples of pressure group activity or,
- more coherent and accurate material from different theoretical perspectives and their relationship to pressure group activity still largely implicit.

11 – 16 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 Marsh, Giddens or Dahl, and with the question largely implicit or,
- a more extensive list of examples of pressure group activity and with a limited theoretical structure or,
- more coherent and accurate material from two or more theoretical perspectives but with only limited development on pressure and interest groups.

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 examples of pressure group and interest group activity such as work of the Countryside Alliance and anti-foxhunting campaigners, global campaigns by NGOs on famine, poverty and other issues, anti-globalisation campaigns, etc and with a limited theoretical structure or,
- coherent and broadly accurate material from two or more perspectives and with more development on pressure and interest group activities.

17 – 20 Answers in this band will show very good sociological knowledge and understanding.

Lower in the band, candidates' answers will demonstrate 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/or referenced accounts of studies focused on the question set, with concepts and ideological issues accurately explored and clearly understood and with a clear theoretical structure or,
- increasingly full, accurate and wider descriptions of factors related to the roles of pressure and interest groups in the political process. These could include changes relating to international or national issues, the changing nature of political parties and political decision-making, the globalisation of politics and the democratisation of politics. Answers will show a clear theoretical structure or,
- coherent and accurate material on a range of competing theoretical perspectives and their explanation of changes to the roles of pressure and interest groups 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 complexity of the debates on the power and influence in modern politics made explicit.

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

- the increasingly globalised nature of many of the issues;
- increased understanding of the role of the internet;
- a more complex understanding of changes to the relationship between the modern state and its citizens and its effect on decision-making.

SECTION B: RELIGION

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

Total for this section: 60 marks

4 Read **Item B** below and answer parts (a) and (b) which follow.

<p>(a) Identify and briefly explain some of the ways in which functionalists see religion meeting the needs of society and/or individuals. <i>(8 marks)</i></p>
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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 way religion functions will be identified but it will be confused and/or unfocused or,
- there may be a tendency to recycle material from the Item without identifying specific functions. There will be no satisfactory explanation or,
- one way religion functions will be identified but there will be no satisfactory explanation offered.

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

- one way religion functions will be identified and some possible explanation will be given or,
- two ways religion functions 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 ways religion functions will be identified and some limited explanation that is generalised or is specific only to one way will be offered;
- three ways religion functions will be identified but with no satisfactory explanations offered.

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

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

Suitable ways religion functions to meet society's/individual's needs could be:

- dealing with crises;
- dealing with uncertainty;
- gives meaning to aspects of life;
- promoting harmony;
- reinforcing social solidarity via rituals and worship.

Suitable brief explanations could be:

- reinforcing social solidarity: religious organisations bring people together who have shared values and moral beliefs and this reinforces their togetherness and core value system;
- dealing with uncertainty: religion helps to give people strength and guidance on how to deal with periods of uncertainty, they have a feeling that they can cope and survive despite disturbances;
- gives meaning to aspects of life: religious beliefs help people to make sense of and give meaning to critical moments and occasions in their lives, for example with many ceremonials such as baptism, marriage, etc.

(b) Using material from **Item B** and elsewhere, briefly examine post-modernist views on the nature and role of religion. (12 marks)

0 No relevant points.

1 – 4 Answers in this band will have only limited success in identifying, interpreting, analysing and/or 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 change or religion 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 points related to post-modern society may be identified and some possible but limited explanations may be suggested. Evaluation will be limited or non-existent.

5 – 9 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 two or three points from post-modern views on religion. 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 points from post-modernist views, such as the decline of metanarratives, the changing nature of individual lives, the pick and mix nature of religion and other aspects of post-modern life. 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.

10 – 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 and consider post-modern views on the nature and role of religion. Most answers may take the Item as a starting point, but answers will need to go beyond this, possibly to consider arguments from sociologists such as Giddens or Bauman, and consideration of the nature of life in a post-modern society and the place of religion in that. For instance, factors and arguments related to religious decline or growth may be explored and/or the effects of post-modernity on different types of religious groups. The relationship between post-modernity and New Age and the work of Heelas may also feature in some answers. Answers will identify and briefly analyse reasons or explanations for some of the points considered. There will be some explicit evaluation.

Note: however, not all of the factors mentioned above are necessary, even for full marks.

EITHER

5 'Religious practice varies from place to place and time to time, but the need for religion remains constant.'

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

AO1: Knowledge and Understanding**20 marks**

Candidates are expected to explore the arguments and evidence surrounding the secularisation debate in society today.

Some candidates may consider the changing nature of religious belief, religious affiliation and religiosity and the difficulties of measuring these in a changing society. They may see the concepts as relatively unproblematic. Better candidates may explore a wider range of issues and concepts. This may include some of the following: statistical evidence, religiosity, individuation and privatised religion, religious pluralism, structural and social differentiation, disenchantment, the different roles played by religion in the lives of and meeting the needs of different groups, the growth of NRMs, religion in multicultural societies, fundamentalism, the status and influence of churches. The theoretical backdrop to answers may consider a range of perspectives on the role of religion, including functionalist, Marxist, feminist and post-modernist. In considering these issues the following sources or other suitable alternative ones may be used: Durkheim, Parsons, Marx, Engels, Smith, Barker, Herberg, Ash & Goodchild, Beyer, Huntingdon, Armstrong, Shils & Young, Bruce, Davie, Modood, Hennels, Bauman, Giddens, Heelas, Wilson, Martin.

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 religious beliefs or,
- some flawed material from one of the perspectives on 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 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 points related to religious belief and/or participation or,
- a brief list of examples of growing or thriving religious groups;
- some disjointed but basically accurate material from one or more of the perspectives on religion presented in a fairly timeless and stateless manner.

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, possibly Wilson and Martin, with the answer focused more on the topic area than the question set or,
- a more extensive list of points related to religious belief and religious participation or,
- more coherent and accurate material from one or more of the perspectives, but with limited focus on the question set.

11 – 16 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 outlines of two or three studies from the topic area, possibly from Wilson, Martin, Davie and Bruce and with the question still largely implicit or,
- a more extensive list of points related to religious belief and the need for and uses made of religion, 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 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 points related to religious belief, religious participation and the need for and uses made of religion but with a 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.

17 – 20 Answers in this band will show very good sociological knowledge and understanding.

Lower in the band, candidates' answers will demonstrate 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/or referenced accounts of studies on the role of religion in contemporary society with concepts and/or ideological issues explored and clearly understood;

- coherent and accurate material from a range of perspectives, linked to empirical evidence on factors such as religious belief and practice, fundamentalism, individuation, gender and social class. Issues will be discussed and clearly understood or,
- increasingly full, accurate and wider descriptions of factors related to religious belief, religious affiliation and religious practice. These could include factors relating to community, globalisation, group identity, heritage, making sense of modern life and coping with social change, rationalisation, deprivatisation, ethnicity and religious diversity. There will be 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 debates and their complexities made explicit.

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

- greater understanding of the globalised nature of many of the issues in world religion today;
- a more detailed exploration of post-modernist views on religious beliefs in contemporary society;
- greater understanding of the uncertainty surrounding much of the empirical evidence.

OR

6 'Religion is more a cause of conflict than of harmony in society.'

To what extent do sociological arguments and evidence support this view?

(40 marks)

AO1: Knowledge and Understanding

20 marks

Candidates are expected to consider the relationship between religious beliefs, religious organisations and social groups in the light of the statement.

Some candidates may focus on the functions of religion or attempt to turn a description of the process of secularisation to suit the question. Better candidates may consider the roles religious belief and practice play in the lives of individuals and groups and in meeting their needs in different ways. In this context, the role of religion in promoting conflict or harmony will be discussed using empirical examples, a theoretical debate, or preferably, both. Candidates may use different theoretical perspectives and empirical material to evaluate the statement. In more moderate answers such considerations will probably be presented in a timeless manner. Better answers will reference arguments and evidence to society today. In considering these issues the following sources or other suitable alternative ones may be used: Marx, Engels, Durkheim, Malinowski, Hammond, Weber, Levi-Strauss, Wilson, Wallis, Troeltsch, Parsons, de Beauvoir, Armstrong, Holm, Wright, Watson, Bruce, Barker, Lyon, Giddens, Bauman, Heelas, Davie.

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 or the perspectives 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. 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 on religion, social conflict or harmony 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 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 points related to different functions of religion or,
- some disjointed but basically accurate material from one of the perspectives or,

-
- a brief list of examples of religious conflict or social harmony with their relationship to the question left implicit.

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, possibly Durkheim or Bruce, with the answer focused more on the topic area than the question set or,
- more coherent and accurate material from one or more of the perspectives but presented in a timeless manner or,
- a more extensive list of examples of conflict and/or harmony with linkage to religion and the question left largely implicit.

11 – 16 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 Durkheim, Bruce or Heelas and with the question largely implicit or,
- coherent and broadly accurate material from two or more perspectives, but with only limited development on conflict and harmony or,
- a more extensive list of examples of conflict and/or harmony with some clear links made to religion and 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,
- coherent and broadly accurate material from two or more of the perspectives and with some explicit linkage to the question set or,
- fuller and more accurate descriptions of examples of the roles played by religion, including bringing conflict and harmony, in the lives of different social groups, with some clear links made to the question but with a limited theoretical structure.

17 – 20 Answers in this band will show very good sociological knowledge and understanding.

Lower in the band, candidates' answers will demonstrate 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/or referenced accounts of studies focused on the question set with concepts and/or ideological issues accurately explored and clearly understood or,

- coherent and accurate material from a range of perspectives and with relevant concepts clearly understood and discussed or,
- increasingly full, accurate and wider descriptions of points related to the roles played by religion, including bringing conflict and harmony, in the lives of different social groups and the relevance of the explanations from the perspectives to these.

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 how people practice and use their religion and the complexities of these processes made explicit.

- At this level possible answers might also include some of the following:
- the ideological nature of many of the arguments on religion;
- the influence of global and political factors and their relevance to the debates;
- greater understanding of the complexities of the relationship between religious functions, religious practices and social groups.

SECTION C: WORLD SOCIOLOGY

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

Total for this section: 60 marks

7 Read **Item C** below and answer parts (a) and (b) which follow.

(a) Identify and briefly explain some of the health measures that rich countries could take to help reduce the number of deaths from diseases such as those referred to in **Item C**. (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 health measure will be identified from development issues 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 health measures that rich countries could offer. There will be no satisfactory explanation or,
- one health measure will be identified but there will be no satisfactory explanation offered.

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

- one health measure will be identified and some possible explanation offered or,
- two health measures 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 health measures will be identified and some limited explanation that is generalised or is specific only to one way will be offered;
- three health measures will be identified but with no satisfactory explanations offered.

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

- two health measures rich countries could offer will be identified with brief and accurate explanations for each or,
- three or more health measures will be identified but a brief and accurate explanation will be offered for only one of them.

Suitable health measures rich countries could offer could be:

- help improve nutrition;
- provide cheaper generic drugs;
- provide medical help;
- help in mosquito eradication projects;
- help with research to find new cures and treatments for infectious tropical diseases;
- encourage drug companies to get involved or for developing countries to develop pharmaceutical industries of their own to be less dependent;
- help to provide better water supplies.

Suitable brief explanations could be:

- help improve nutrition: rich countries can help by providing food aid or by helping to improve the agriculture of developing countries;
- provide cheaper generic drugs: governments of rich countries can encourage drug companies to remove patents and make cheaper generic drugs more widely available to developing countries;
- provide medical help: rich countries can encourage medical staff to spend some time in developing countries via schemes like VSO.

Note: any identification of finance/debt relief must be explained in terms of improvements to health in order to score marks.

- (b) Using material from **Item C** and elsewhere, briefly examine the view that high death rates are the main reason why future world overpopulation is unlikely. *(12 marks)*

0 No relevant points.

1 – 4 Answers in this band will have only limited success in identifying, interpreting, analysing and/or 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 matters 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 points related to death rates or world populations may be identified and some possible but limited explanations may be suggested. Evaluation will be limited or non-existent.

5 – 9 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 two or three pieces of evidence and/or arguments concerning demographic variables and their relevance to world overpopulation and development. 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 three or four pieces of evidence and/or arguments concerning demographic variables and their relevance to world overpopulation and development. 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.

10 – 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 a range of factors concerning the process of development and arguments relating to changing populations. Arguments may start with Malthus and go on to

consider neo-Malthusian and other theories, policies and empirical evidence related to population growth. Better candidates may place population growth in a wider economic and social context. For example, candidates may consider the inter-relationship between demographic variables. They may also discuss fertility rates in relation to improved sanitation, hygiene, diet, housing, etc. Modernisation theory and the need for cultural change may also feature in better answers. Answers will identify and briefly analyse reasons or explanations for some of the points considered. There will be some explicit evaluation.

Note: however, not all of the factors mentioned above are necessary, even for full marks.

EITHER

8 'Economic definitions and measures of development are unsatisfactory in many ways. A much clearer and more useful picture emerges when wider social factors are included.'

Assess this view of development and underdevelopment.

(40 marks)

AO1: Knowledge and Understanding**20 marks**

Candidates are expected to evaluate different ways of defining and measuring development and under-development.

Some candidates may limit themselves to a comparison of three or four different measures and/or definitions. Better candidates may extend the debates to a wider range of definitions and link their arguments to explore the usefulness of these to explaining development and under-development. In such answers the appropriateness of different perspectives on development may be explored and issues such as imperialism and ideological bias explored. In answering this question, candidates may also refer to some of the following sources and/or relevant alternative ones: Rostow, Foster-Carter, Barrowclough, Sklair, Hayter, Frank, Kennedy, Soros, Friedman, Roberts, Cohen, Roxborough, Kiely, Giddens, Harris, Jenkins.

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 measures 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 measuring development or,
- some flawed material from one or more 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 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 points related to measuring development or,
- some disjointed but basically accurate material from one or more of the perspectives but with relevance to the question left implicit or,
- a brief list of examples of development or under-development with the question left largely implicit.

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 more extensive list of points related to development with limited links to the question set or,
- 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 examples of development or under-development with limited links to development.

11 – 16 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:

- a more extensive list of points and empirical evidence related to measures and/or definitions of development and with a limited theoretical structure or,
- more detailed descriptions of studies focused more on the topic area than the question set, possibly Giddens, Rostow or Frank and with the question largely implicit or,
- consideration of some examples or case studies illustrating development and/or under-development but with a 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 debates are understood. Candidates will display a clear understanding of the demands of the set question.

At this level possible answers might include:

- fuller and more accurate descriptions of points and empirical evidence related to measures and definitions of development and with a limited theoretical structure or,
- more detailed descriptions of studies focused on the question set, but with a limited theoretical structure or,
- consideration of a range of examples or case studies illustrating development and/or under-development and with a clear theoretical structure.

17 – 20 Answers in this band will show very good sociological knowledge and understanding.

Lower in the band, candidates' answers will demonstrate 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 points and empirical evidence related to a range of measures and definitions of development. There will be a clear theoretical structure or,
- coherent and accurate material from a range of perspectives and with terms, organisations and concepts such as neo-imperialism, gross domestic product, democracy indexes and hegemony and organisations such as the IMF and World Bank and their relationship to development and under-development understood and discussed or,

- consideration of a range of examples or case studies illustrating development and under-development with their implications for the questions made explicit. There will be 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 more detailed and the understanding of the debates on the nature of development and how it should be measured made explicit.

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

- the ideological nature of many of the arguments;
- the complexity of the processes of development;
- a wider understanding of the roles of many of the agencies engaged with development.

OR

- | |
|---|
| <p>9 Assess the view that trans-national corporations are now more important than nation states in the process of global development. <i>(40 marks)</i></p> |
|---|

AO1: Knowledge and Understanding

20 marks

Candidates are expected to explore the nature of development in a global context with a particular focus on the roles played by transnational corporations and nation states.

Candidates may take the process of globalisation as a starting point, possibly linking this to one or more theoretical perspectives. Some candidates may simply compare modernisation and dependency theories and link in the role of TNCs. Better candidates will take elements from the question and examine the theoretical and empirical evidence for and against the premise in the question. Candidates may also consider the roles of other agencies such as NGOs, the UN, the World Bank and the IMF. In answering this question, candidates may also refer to some of the following sources and/or relevant alternative ones: Rostow, Frank, Sklair, Hayter, Giddens, Soros, Friedman, Ohmae, Chomsky, Hirst, Held & McGrew, Barraclough, Bell, Wallerstein, and Robertson.

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 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 TNCs 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 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 points related to the role of TNCs or,
- some disjointed but basically accurate material from one or more of the perspectives.

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 more developed lists of points relating to the role of TNCs or,
- outlines of one or two studies focused more on the topic area than the question set, probably Rostow or Frank or,
- outlines of competing perspectives on development with relevance to the question left largely implicit.

11 – 16 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 developed lists of studies focused more on the topic area than the question set, possibly Frank, Hayter or Sklair and with the question left largely implicit or,
- timeless but broadly accurate descriptions of theories of development with an emerging explicit relevance to aspects of the question or,
- a more extensive list of evidence or examples relating to the role of TNCs and/or nation states in the process of global development but with a 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 debates are 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 of development with some explicit linkage to the question and with a limited theoretical structure or,
- a more developed and balanced approach to perspectives on development with some explicit linkage to the question, or
- full and accurate descriptions of evidence relating to the role of TNCs and/or nation states in the process of global development and with a clear theoretical structure.

17 – 20 Answers in this band will show very good sociological knowledge and understanding.

Lower in the band, candidates' answers will demonstrate 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 studies of development with the issues raised by the question accurately explored and clearly understood and with a clear theoretical structure or,
- coherent and accurate material from a range of perspectives on development clearly focused on the set question and linked to empirical evidence on the roles of nation states and TNCs in the process of development or,
- full and accurate descriptions of evidence relating to the role of TNCs and nation states in the process of global development understood and discussed. The parts played by other agencies such as the UN, the World Bank and the IMF may also feature in some answers.

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 debates and their complexities made explicit.

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

- greater understanding of the ideological nature of many of the arguments;
- greater understanding of the complexity of the issues and related to globalisation;
- greater understanding of the political influences in many economic decisions relating to development.

ASSESSMENT GRIDS FOR UNIT 4 (SCY4)
Power and Politics (Data Response)

Questions	ASSESSMENT OBJECTIVES		
	AO1	AO2	Total
1 a	0	8	8
1 b	4	8	12
Total	4	16	20

Power and Politics (Essays)

Candidates answer **one** question.

Questions	ASSESSMENT OBJECTIVES		
	AO1	AO2	Total
2	20	20	40
3	20	20	40
Total	20	20	40

Religion (Data Response)

Questions	ASSESSMENT OBJECTIVES		
	AO1	AO2	Total
4 a	0	8	8
4 b	4	8	12
Total	4	16	20

Religion (Essays)

Candidates answer **one** question.

Questions	ASSESSMENT OBJECTIVES		
	AO1	AO2	Total
5	20	20	40
6	20	20	40
Total	20	20	40

World Sociology (Data Response)

ASSESSMENT OBJECTIVES			
Questions	AO1	AO2	Total
7 a	0	8	8
7 b	4	8	12
Total	4	16	20

World Sociology (Essays)

Candidates answer **one** question.

ASSESSMENT OBJECTIVES			
Questions	AO1	AO2	Total
8	20	20	40
9	20	20	40
Total	20	20	40