



**General Certificate of Education
June 2010**

Sociology **2191**

SCLY3 **Beliefs in Society;
Global Development;
Mass Media;
Power and Politics**

Unit 3

Mark Scheme

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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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:

- ensure text is legible, and spelling, grammar and punctuation are accurate, so that meaning is clear
- 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.

The assessment criteria for quality of written communication apply to the assessment of the questions indicated below. 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.

18 mark questions – QWC refers to AO2 marks only

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. Meaning will be clear throughout.

INDICATIVE CONTENT AND RESEARCH IN THE MARK SCHEMES

Please note that any of the indicative content and research that is presented in the mark bands of the higher mark questions may be present in any of the mark bands, not solely the higher band.

33 mark questions – QWC refers to AO2 marks only

In the 1 – 5 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 6 – 11 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 in punctuation and grammar but these will not seriously impair the intelligibility of the answer.

In the 12 – 15 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.

SECTION A: BELIEFS IN SOCIETY

Total for this section: 60 marks**0 1**

Identify and briefly explain **three** reasons why membership of sects may be short-lived. *(9 marks)*

One mark for each of **three** reasons identified, such as:

- people are only experimenting/spiritual shopping
- people only join to help cope with crises
- people cannot cope with the strictures of membership
- the charismatic leader dies
- tastes and fashions change
- sects find it hard to sustain the enthusiasm of members.

Two further marks for each of **three** satisfactory explanations such as:

- people are only experimenting/spiritual shopping: some argue that people today shop around and experiment with various religious and spiritual movements without ever committing themselves to long-term membership.
- people only join to help cope with crises: many join sects to help them cope with personal crises in their lives – when the crisis is over they have no further need for the religious sect.
- people cannot cope with the strictures of membership: many sects impose strict discipline and rules on their members. Some find such rules hard to cope with and eventually leave the sect.

One mark only for each of **three** partially satisfactory answers.

0 2

Using material from **Item A** and elsewhere, examine the view that cults and sects have taken the place of established churches as the most important religious and spiritual movements in society today. (18 marks)

AO1: Knowledge and Understanding**(6 marks)**

0 No relevant points.

1 – 3 Answers in this band will show very limited knowledge and/or understanding.

Lower in the band, one or two very limited points may be made on cults or sects. Knowledge may be flawed and there will be little evidence that the candidate has understood either the question or the material in response to it.

Higher in the band, there will be limited understanding of the demands of the question set. The candidate may present some limited knowledge on cults or sects. Understanding of the set question and/or the material presented in response will be more explicit and more sociological; for example, a competent if basic account of a typology of sects or one or two studies of cults.

4 – 6 Answers in this band will have a reasonable or good knowledge and understanding.

Lower in the band, answers will show reasonable knowledge and understanding of some sociological material on the importance of cults and sects in contemporary society. There may be a tendency to present material in a list-like manner, for example describing two or three studies of different cults and sects or listing reasons for the decline of established churches and/or the growth of sects and cults.

Higher in the band, knowledge will be broader and/or deeper and more conceptually detailed and answers will show an understanding of a range of sociological material on different religious organisations. Material will be drawn from the Item and elsewhere. This may include concepts and issues such as: the privatisation of belief, believing without belonging, secularisation, individuation, desacrilisation, disengagement, spiritual shopping, pick and mix religion, socialisation, changing leisure and social patterns, multicultural influences, social status, the uncertain nature of evidence on beliefs, etc. Sources may include Bruce, Brierly, Beckford, Stark & Bainbridge, Weber, Wilson, Martin, Davie, Barker, Heelas, Bauman, Lyotard, Bellah, Wallis, etc.

Note: Refer to General Mark Scheme A for AO2 marks

(12 marks)

0 3

Assess the view that science has replaced religion as the main ideological influence in society today. (33 marks)

AO1: Knowledge and Understanding**(15 marks)**

0 No knowledge or understanding relevant to the set question.

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

Lower in the band, candidates will present an answer based on very limited knowledge and understanding of religion and/or science rather than based on sociological arguments or evidence. There will be only a peripheral link to the question. At this level there will be little evidence that the candidate has understood either the question or the material in response to it.

At this level answers might include:

- isolated or disjointed statements about science or,
- some flawed material on secularisation.

Higher in the band, candidates will present knowledge on ideology, science and/or religion that is incomplete or flawed. However, candidates' understanding of both the set question and the material presented as an answer will be marginally more explicit and more sociological than those lower in the band.

At this level answers might include:

- a brief list of factors related to secularisation or,
- some disjointed but basically accurate material on different ideologies or,
- brief points about science and/or religious/spiritual beliefs and their influence in contemporary society.

6 – 11 Answers in this band will show reasonable sociological knowledge and understanding.

Lower in the band, candidates will present an adequate but possibly generalised or essentially descriptive and narrowly focused account of sociological knowledge on the question. There will be a fairly limited understanding of the demands of the question set.

At this level answers might include:

- accounts of factors related to secularisation but with the question left largely implicit or,
- an undeveloped list of material relating to different ideologies and or,
- an undeveloped list of studies on science or religions or other ideological perspectives and their influence in contemporary society.

Higher in the band, candidates will present a fuller though possibly still unbalanced response to the question. Answers may still be somewhat descriptive or narrowly focused, for instance describing the rise of scientific influence or the decline of religion's influence and leaving the other aspect (ie religion/science) implicit.

At this level answers might include:

- timeless but broadly accurate descriptions of evidence on secularisation or,
- reasonably accurate descriptions of evidence or studies relating to different ideologies and their influence in contemporary society but with a limited theoretical structure or,
- a more developed account of studies on science and/or religions with some explicit linkage to the question.

12 – 15 Answers in this band will show good sociological knowledge and understanding.

Lower in the band, candidates will begin to demonstrate an increasingly thorough and accurate knowledge and understanding of both the theoretical and empirical aspects of the question and of the links between them. Answers may show less balance between empirical and theoretical material or in the attention paid to different aspects of the question.

At this level answers might include:

- more detailed and broadly accurate accounts of studies on science and religions but still with a fairly limited theoretical structure or,
- fuller and more accurate descriptions of evidence relating to religious and/or spiritual beliefs, science, organisations and practice, but still with a fairly limited theoretical structure or,
- more coherent and accurate accounts of different ideologies, for example Marxism, feminism, scientific and religious ideologies and with clear links to the question and with some relevant concepts explored and broadly understood.

Higher in the band, candidates' answers will address the question in a more balanced manner. The theoretical structure of the answer will be clear and coherent and links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be more detailed and understanding of the debates and their complexities made explicit.

At this level, answers might be expected to be more developed and detailed versions of the 'lower in the band' answers and may show any of the following:

- greater knowledge and understanding of issues to do with different ideologies and belief and their relevance to the debates;
- greater knowledge and understanding of the problematic nature of measuring the influence of religion or ideologies in society;
- greater knowledge and understanding of linkage to wider debates such as globalisation, beliefs in postmodern society, etc.

NB Candidates will be rewarded at all levels for an understanding of the connections between the topics studied in this module and the nature of sociological thought, methods of sociological enquiry, and the core themes (socialisation, culture and identity; and social differentiation, power and stratification).

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Durkheim, Marx, Engels, Firestone, Oakley, Weber, Malinowski, Herberg, Marx, Wilson, Martin, Bellah, Wallis, Troeltsch, Barker, Niebuhr, Tipton, Heelas, Baudrillard, Lyon, Lyotard, Popper, Kuhn, Knorr-Cetina, Bloor, Feyerabend.

Note: refer to General Mark Scheme for AO2 marks

(18 marks)

0 4

Evaluate feminist views on the role and functions of religion in society today.

(33 marks)

AO1: Knowledge and Understanding**(15 marks)**

0 No knowledge or understanding relevant to the set question.

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

Lower in the band, candidates will present an answer based on very limited knowledge and understanding of religion and/or feminist views rather than based on sociological arguments or evidence. There will be only a peripheral link to the question. At this level there will be little evidence that the candidate has understood either the question or the material in response to it.

At this level answers might include:

- isolated or disjointed statements about the role of religion or,
- some flawed material on feminist views.

Higher in the band, candidates will present knowledge on feminist views or the role of religion that is incomplete or flawed. However, candidates' understanding of both the set question and the material presented as an answer will be marginally more explicit and more sociological than those lower in the band.

At this level answers might include:

- a brief list of factors related to the role and/or functions of religion or,
- some disjointed but basically accurate material on feminist views.

6 – 11 Answers in this band will show reasonable sociological knowledge and understanding.

Lower in the band, candidates will present an adequate but possibly generalised or essentially descriptive and narrowly focused account of sociological knowledge on the question. There will be a fairly limited understanding of the demands of the question set.

At this level answers might include:

- undeveloped lists of evidence relating to the role and/or functions of religion or,
- outlines of one or two perspectives on religion with relevance to the question left largely implicit.

Higher in the band, candidates will present a fuller though possibly still unbalanced response to the question. Answers may still be somewhat descriptive or narrowly focused, for instance making only limited reference to feminist views and dealing largely with the role of religion in contemporary society.

At this level answers might include:

- a more developed list of evidence relating to the role and/or functions of religion in a fairly timeless context and with a limited theoretical structure or,
- a largely accurate but descriptive list of some relevant studies or one or two relevant studies described in more detail, but with a limited theoretical structure or,
- a coherent and broadly accurate account from two or more perspectives on religion with some explicit linkage to the question.

12 – 15 Answers in this band will show good sociological knowledge and understanding.

Lower in the band, candidates will begin to demonstrate increasingly thorough and accurate knowledge and understanding of both the theoretical and empirical aspects of the question and of the links between them. Answers may show less balance between empirical and theoretical or in attention paid to different aspects of the question.

At this level answers might include:

- fuller and accurate accounts of evidence relating to feminist views and the role and/or functions of religion in contemporary society but still with limitations in the theoretical structure or,
- more detailed and broadly accurate accounts of relevant studies and/or research, for instance from Holm and/or El Saadawi, but still with limitations in the theoretical structure or,
- more coherent and accurate accounts from a range of perspectives and with clear links to the question and with some relevant concepts such as patriarchy, gender inequality, social control, subordination, glass ceiling, disenchantment, hegemony, etc, explored and broadly understood.

Higher in the band, candidates' answers will address the question in a more balanced manner. The theoretical structure of the answer will be clear and coherent and links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be more detailed and understanding of the debates and their complexities made explicit.

At this level, answers might be expected to be more developed and detailed versions of the 'lower in the band' answers and may show any of the following:

- greater knowledge and understanding of the complexity of religious and spiritual issues in contemporary society;
- greater knowledge and understanding of a range of different feminist views;
- greater knowledge and understanding of a wider range of comparative material exploring and expanding the global context of the debates.

NB Candidates will be rewarded at all levels for an understanding of the connections between the topics studied in this module and the nature of sociological thought, methods of sociological enquiry, and the core themes (socialisation, culture and identity; and social differentiation, power and stratification).

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

Note: Refer to General Mark Scheme for AO2 marks

(18 marks)

SECTION B: GLOBAL DEVELOPMENT

Total for this section: 60 marks**0 5**

Identify and briefly explain **three** criticisms that other sociologists might make of the views put forward by dependency theorists. *(9 marks)*

One mark for each of **three** criticisms identified, such as:

- countries do develop successfully under capitalism
- dependency theory is out of date
- the world has a free trade system
- alternatives argued by dependency theorists do not work
- dependency theory is ideological
- all countries have choice
- help and aid from rich countries bring benefits not harm.

Two further marks for each of **three** satisfactory explanations such as:

- countries do develop successfully: there is plenty of empirical evidence to show that countries can and do develop successfully under capitalist principles and organisation following the western model of development.
- dependency theory is out of date: it is no longer credible in the world today. It was formulated at a different time when the heritage of colonialism may have been stronger and more influential.
- the world has a free trade system: history has shown this to be the most desirable and effective way to generate and organise development.

One mark only for each of **three** partially satisfactory answers.

0 6

Using material from **Item B** and elsewhere, examine the view that development causes 'significant damage to the environment' (**Item B**, line 10). *(18 marks)*

AO1: Knowledge and Understanding**(6 marks)**

0 No relevant points.

1 – 3 Answers in this band will show very limited or limited knowledge and/or understanding.

Lower in the band, one or two very limited points may be made on development and/or the environment. Knowledge may be flawed. At this level there will be little evidence that the candidate has understood either the question or the material in response to it.

Higher in the band, there will be limited understanding of the demands of the question set. The candidate may present some limited knowledge on development and/or the environment. Understanding of the set question and/or the material presented will be more explicit and more sociological, for example, a competent if basic account of one or two environmental problems linked to development.

4 – 6 Answers in this band will have a reasonable or good knowledge and understanding.

Lower in the band, answers will show reasonable knowledge and understanding of some sociological material on the evidence concerning development and the environment. There may be a tendency to present material in a list-like manner, for example describing two or three case studies on development or listing three or four environmental issues linked to development.

Higher in the band, knowledge will be broader and/or deeper and will be more conceptually detailed and show an understanding of a range of sociological material on development and the environment. Material will be drawn from Item B and elsewhere. This may include concepts and issues such as: deforestation, desertification, climate change, pollution, urban and city growth, the role of cash crops, import substitution and export-led growth, dependency, exploitation, forms of land-holding, neo-colonialism, exploitation and tied aid. Sources may include: Rostow, Frank, Hayter, Sklair, Kennedy, Friedman, Foster-Carter, Giddens, Harris, Jenkins, Smith.

Note: Refer to **General Mark Scheme A** for **AO2** marks

(12 marks)

0 7

'Urbanisation is a necessary and desirable aspect of development.'

To what extent do sociological arguments and evidence support this view? (33 marks)

AO1: Knowledge and Understanding

(15 marks)

0 No knowledge or understanding relevant to the set question.

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

Lower in the band, candidates will present an answer based on very limited knowledge and understanding of urbanisation and/or development rather than based on sociological arguments or evidence. There will be only a peripheral link to the question. At this level there will be little evidence that the candidate has understood either the question or the material in response to it. At this level answers might include:

- isolated or disjointed statements about developing countries and/or cities or,
- some flawed material from theories of development.

Higher in the band, candidates will present knowledge on urbanisation and/or development that is incomplete or flawed. However, candidates' understanding of both the set question and the material presented as an answer will be marginally more explicit and more sociological than those lower in the band. At this level answers might include:

- some very limited or incomplete accounts of urban growth in developing countries or,
- a very brief list of some of the causes and/or consequences of urbanisation or,
- some incomplete or flawed accounts from perspectives on development without reference to urbanisation.

6 – 11 Answers in this band will show reasonable sociological knowledge and understanding.

Lower in the band, candidates will present generalised or essentially descriptive accounts of sociological knowledge on the question. There will be limited understanding of the demands of the question set. At this level answers might include:

- some accounts of urban growth in developing countries with the question left largely implicit or,
- undeveloped lists of evidence relating to the causes and/or consequences of urbanisation or,
- outlines of one or two perspectives on development with relevance to the question left largely implicit.

Higher in the band, candidates will present a fuller though possibly still unbalanced response to the question. Answers may still be somewhat descriptive or narrowly focused, eg providing an account highlighting only the advantages (or disadvantages) of urbanisation.

At this level answers might include:

- more developed accounts of urban growth in developing countries, but with little theoretical structure or,
- reasonably full and accurate empirical material on the relationship between urbanisation and economic, social and/or cultural development, but with a limited theoretical structure or,
- a coherent and broadly accurate account of two or more perspectives, with emerging explicit focus on the question set.

12 – 15 Answers in this band will show good sociological knowledge and understanding.

Lower in the band, candidates will demonstrate increasingly thorough and accurate knowledge and understanding of both the theoretical and empirical aspects of the question and of the links between them. However, answers still lack balance between empirical and theoretical material.

At this level answers might include:

- more detailed and broadly accurate accounts of urban growth in developing countries but still with some limitations in the theoretical structure or,
- fuller, more accurate and detailed empirical material on the relationship between urbanisation and economic, social and cultural development but still with some limitations in the theoretical structure or,
- more coherent and accurate accounts of a range of perspectives, with an explicit focus on the question set. Concepts and issues such as agribusiness, urban sprawl, lumpen-proletariat/underclass, neo-colonialism, cosmopolitan, push and pull factors, environmental degradation, dual-sector economy, primate city and their relationship to the question will be explored and broadly understood.

Higher in the band, answers will address the question in a more balanced manner. The theoretical structure of the answer will be clear and coherent and links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be more detailed and understanding of the debates and their complexities made explicit.

At this level answers will be more focused and developed. They might be more detailed versions of the lower in the band answers and show:

- greater knowledge and understanding of patterns and trends in urbanisation or,
- greater knowledge and understanding of the inter-relationship between economic, social and cultural factors in the processes of development or,
- greater knowledge and understanding of the impact of globalisation on the processes of urbanisation.

NB Candidates will be rewarded at all levels for an understanding of the connections between the topics studied in this module and the nature of sociological thought, methods of sociological enquiry, and the core themes (socialisation, culture and identity; and social differentiation, power and stratification).

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Rostow, Frank, Hayter, Soros, Wallerstein, Friedman, Sklair, Cohen & Kennedy, Roberts, Kingsbury, Peace, Cudworth, Beall, Lloyd.

Note: Refer to General Mark Scheme for AO2 marks

(18 marks)

0 8

Evaluate the role of transnational corporations in the process of global development.
(33 marks)

AO1: Knowledge and Understanding**(15 marks)**

0 No knowledge or understanding relevant to the set question.

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

Lower in the band, candidates will present an answer based on very limited understanding of development and/or TNCs rather than based on sociological arguments or evidence. There will be only a peripheral link to the question. At this level there will be little evidence that the candidate has understood either the question or the material in response to it.

At this level answers might include:

- isolated or disjointed statements about TNCs or,
- some flawed material from theories of development.

Higher in the band, candidates will present knowledge on development and/or TNCs that is incomplete or flawed. However, candidates' understanding of both the set question and the material presented as an answer will be marginally more explicit and more sociological than those lower in the band.

At this level answers might include:

- some incomplete or flawed accounts from perspectives on development or,
- some very limited or incomplete examples of work by TNCs.

6 – 11 Answers in this band will show reasonable sociological knowledge and understanding.

Lower in the band, candidates will present an adequate but possibly generalised or essentially descriptive account of sociological knowledge on the question. There will be a limited understanding of the demands of the question set.

At this level answers might include:

- undeveloped lists of evidence relating to development and/or developing countries and TNCs or,
- outlines of one or two perspectives on development with relevance to the question left largely implicit or,
- a list of studies on development and the role of TNCs or a fuller account of just one or two studies and with the question left largely implicit.

Higher in the band, candidates will present a fuller and though possibly still unbalanced response to the question. Answers may still be somewhat descriptive or narrowly focused, for instance providing an account of the work of one TNC.

At this level answers might include:

- more developed accounts of studies on development and the role of TNCs but with little theoretical structure or,
- a coherent and broadly accurate account from two or more perspectives with an emerging focus on the question or,
- increasingly full and accurate empirical material on development or developing countries and the work of TNCs but with a limited theoretical structure or,
- descriptions of the work of one or two TNCs but with relevance to the question left largely implicit.

12 – 15 Answers in this band will show good sociological knowledge and understanding.

Lower in the band, candidates will demonstrate increasingly thorough and accurate knowledge and understanding of both the theoretical and empirical aspects of the question and of the links between them. Answers may show less balance between empirical and theoretical material or in the attention paid to different aspects of the question.

At this level answers might include:

- more detailed and broadly accurate accounts of studies on the development and the role of TNCs but still with limitations in the theoretical structure or,
- more coherent and broadly accurate accounts from a range of perspectives and with relevant concepts such as trade tariffs, exploitation, unemployment, infrastructure investment, neo-colonialism, developing labour markets, trickle-down, cash crops, global supply chains, tax-free zones and import substitution explored and broadly understood or,
- fuller, more accurate and detailed empirical material on development and/or developing countries and the role of TNCs but still with limitations in the theoretical structure.

Higher in the band, candidates' answers will address the selection and presentation aspects of the question in a more balanced manner. The theoretical structure of the answer will be clear and coherent and links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be more detailed and understanding of the debates and their complexities made explicit.

At this level, answers might be expected to be more developed and detailed versions of the lower in the band answers and may show any of the following:

- greater knowledge and understanding of issues to do with global trade, so-called 'free' markets, etc;

- greater knowledge and understanding of the impact of globalisation on the processes of development and the role of TNCs;
- greater knowledge and understanding of the role of highly developed countries on development processes.

NB Candidates will be rewarded at all levels for an understanding of the connections between the topics studied in this module and the nature of sociological thought, methods of sociological enquiry, and the core themes (socialisation, culture and identity; and social differentiation, power and stratification).

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Rostow, Frank, Wallerstein, Soros, Giddens, Friedman, Hayter, Sklair, Mitter, Cohen & Kennedy, Dicken, Hirst & Thompson, Dunning, Kiely.

Note: Refer to General Mark Scheme for AO2 marks

(18 marks)

SECTION C: MASS MEDIA

Total for this section: 60 marks

0	9	Identify and briefly explain three examples of news values. <i>(9 marks)</i>
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One mark for each of **three** examples identified, such as:

- meaningfulness (cultural proximity/relevance to audience)
- reference to elite persons
- reference to elite nations
- threshold/size of event
- threat
- importance
- expectedness/unexpectedness
- negativity
- clarity of events.

Two further marks for each of **three** satisfactory explanations such as:

- meaningfulness: news that is thought to be more relevant to the audience of the newspaper/programme is more likely to be selected
- reference to elite persons: stories and pictures about the celebrities, the famous and powerful always have strong news values
- reference to elite nations: stories about elite nations, such as the USA, the United Kingdom, Germany, France, etc are more newsworthy than those about so-called lesser nations – eg Chile, Benin, Finland.

One mark only for each of **three** partially satisfactory answers.

1 0

Using material from **Item C** and elsewhere, examine how the new media have affected the role of the mass media in society today. *(18 marks)*

AO1: Knowledge and Understanding***(6 marks)*****0** No relevant points.**1 – 3** Answers in this band will show very limited or limited knowledge and/or understanding.

Lower in the band, one or two very limited points may be made on the media or contemporary society. Knowledge may be flawed. At this level there will be little evidence that the candidate has understood either the question or the material in response to it.

Higher in the band, there will be limited understanding of the demands of the question set. The candidate may present some limited knowledge on some of the evidence concerning the new media. Understanding of the set question and/or the material presented in response will be more explicit and more sociological.

4 – 6 Answers in this band will have reasonable or good knowledge and understanding.

Lower in the band, answers will show reasonable knowledge and understanding of some sociological material on the evidence concerning the new media. There may be a tendency to present material in a list-like manner, for example describing two or three examples of the workings of the new media or identifying the diversity of forms of new media.

Higher in the band, knowledge will be broader and/or deeper and more conceptually detailed and answers will show an understanding of a range of sociological material on the evidence concerning the new media.

Material will be drawn from Item C and elsewhere. This may include concepts and issues such as the following: censorship and control, the role of the Internet, hyperreality, the impact of different kinds of new media, democratisation, issues of control, agenda setting, accessibility, interactivity, social-networking, cultural hegemony, narrowcasting, etc. Sources may include Gibson, Galtung & Ruge, Baudrillard, Turkle, Webster, McLuhan, Croteau & Hoynes, Livingstone & Bovill, etc.

Note: Refer to General Mark Scheme A for AO2 marks***(12 marks)***

1	1	Evaluate Marxist theories of the ownership and control of the mass media. (33 marks)
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AO1: Knowledge and Understanding**(15 marks)**

0 No knowledge or understanding relevant to the set question.

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

Lower in the band, candidates will present an answer based on very limited knowledge and understanding rather than based on sociological arguments or evidence. There will be only a peripheral link to the question. At this level there will be little evidence that the candidate has understood either the question or the material in response to it.

At this level answers might include:

- isolated or disjointed statements on Marxist theory or,
- some flawed material on ownership and control of the mass media.

Higher in the band, candidates will present knowledge on ownership and/or control of the mass media that is incomplete or flawed. However, candidates' understanding of both the set question and the material presented as an answer will be marginally more explicit and more sociological than those lower in the band.

At this level answers might include:

- some incomplete or flawed account from perspectives on the media or,
- some very limited or incomplete accounts of ownership and/or control of the mass media.

6 – 11 Answers in this band will show reasonable sociological knowledge and understanding.

Lower in the band, candidates will present an adequate but possibly generalised or essentially descriptive account of sociological knowledge on the question. There will be a fairly limited understanding of the demands of the question set.

At this level answers might include:

- an undeveloped list of evidence on mass media ownership and/or control or,
- outline accounts of one or two studies on ownership and/or control of the mass media with the question left largely implicit or,
- an outline juxtaposition of two perspectives, for instance Marxist and pluralist.

Higher in the band, candidates will present a fuller though possibly still unbalanced response to the question. Answers may still be somewhat descriptive or narrowly focused, for instance dealing mainly with ownership. However, to reach the top of the mark band candidates need to begin to address both ownership and control as distinct aspects of the question.

At this level answers might include:

- more developed lists of evidence on mass media ownership and control, but with limited theoretical structure or,
- more developed accounts of a number of studies on ownership and control of the mass media, but with a limited theoretical structure or,
- a coherent and broadly accurate account from two or more perspectives.

12 – 15 Answers in this band will show good sociological knowledge and understanding.

Lower in the band, candidates will demonstrate increasingly thorough and accurate knowledge and understanding of both the theoretical and empirical aspects of the question and of the links between them. Answers may show less balance between empirical and theoretical material or in the attention paid to different aspects of the question.

At this level answers might include:

- more detailed and broadly accurate accounts of evidence on ownership and control of the mass media but still with some limitations in the theoretical structure or,
- developed and detailed accounts of a range of studies on the ownership and control of the mass media but still with some limitations in the theoretical structure or,
- more coherent and accurate accounts from a range of perspectives and with some relevant concepts, such as allocative and operational control, hegemony, ideological state apparatus, agenda setting, media imperialism and gate keeping explored and broadly understood.

Higher in the band, candidates' answers will address the ownership and control aspects of the question in a more balanced manner. The theoretical structure of the answer will be clear and coherent and links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be more detailed and understanding of the debates and their complexities made explicit.

At this level answers, might be expected to be more developed and detailed versions of the 'lower in the band' answers and may show any of the following:

- greater knowledge and understanding of ideological issues to do with power and control;
- greater knowledge and understanding of the impact of globalisation on ownership and control of the mass media;
- greater knowledge and understanding of the impact of new technologies on the debates.

NB Candidates will be rewarded at all levels for an understanding of the connections between the topics studied in this module and the nature of sociological thought, methods of sociological enquiry, and the core themes (socialisation, culture and identity; and social differentiation, power and stratification).

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Marx, Althusser, Katz & Lazarsfeld, Marcuse, Milliband, McRobbie, Whale, Woods, Firestone, Philo, Bagdikian, Wartella, Thussu, GMG, Hall, Fairclough, Boyd-Barrett, Gramsci.

Note: Refer to General Mark Scheme for AO2 marks

(18 marks)

1	2	Assess the effects of the mass media on popular culture.	<i>(33 marks)</i>
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AO1: Knowledge and Understanding**(15 marks)**

0 No knowledge or understanding relevant to the set question.

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

Lower in the band, candidates will present an answer based on very limited knowledge and understanding of the media and/or culture rather than based on sociological arguments or evidence. There will be only a peripheral link to the question. At this level there will be little evidence that the candidate has understood either the question or the material in response to it.

At this level answers might include:

- isolated or disjointed statements about mass media influence or,
- some flawed material on culture.

Higher in the band, candidates will present knowledge on the media and/or culture that is incomplete or flawed. However, candidates' understanding of both the set question and the material presented as an answer will be marginally more explicit and more sociological than those lower in the band.

At this level answers might include:

- a brief list of factors related to media influence or,
- some disjointed but basically accurate material on different cultures.

6 – 11 Answers in this band will show reasonable sociological knowledge and understanding.

Lower in the band, candidates will present an adequate but possibly generalised or essentially descriptive and narrowly focused account of sociological knowledge on the question. There will be a fairly limited understanding of the demands of the question set.

At this level answers might include:

- undeveloped lists of evidence relating to media influence on culture or,
- outlines of one or two perspectives on the media with relevance to the question left largely implicit or,
- a list of studies on the media or a fuller account of just one or two studies and with the question left largely implicit.

Higher in the band, candidates will present a fuller though possibly still unbalanced response to the question. Answers may still be somewhat descriptive or narrowly focused. However, to reach the top of the mark band candidates need to begin to address wider aspects of the culture debates.

At this level answers might include:

- a more developed list of evidence relating to media influence on popular culture, but with a limited theoretical structure or,
- a largely accurate but descriptive list of some relevant studies or one or two relevant studies described in more detail, but with a limited theoretical structure or,
- a coherent and broadly accurate account from two or more perspectives on the media with some explicit linkage to the question or,
- a reasonably developed description of evidence relating to the media and popular culture but imbalanced in approach.

12 – 15 Answers in this band will show good sociological knowledge and understanding.

Lower in the band, candidates will begin to demonstrate increasingly thorough and accurate knowledge and understanding of both the theoretical and empirical aspects of the question and of the links between them. Answers may show less balance between empirical and theoretical material or in the attention paid to different aspects of the question.

At this level answers might include:

- fuller and accurate descriptions of evidence relating to media influence on popular culture but still with limitations in the theoretical structure or,
- more detailed and broadly accurate accounts of studies on the mass media and popular culture but still with limitations in the theoretical structure or,
- more coherent and accurate accounts from a range of perspectives and with clear links to the question and with some relevant concepts such as mass culture, folk culture, hegemony, globalisation, media determinism and the polysemic nature of media messages (can be interpreted in many ways) explored and broadly understood.

Higher in the band, candidates' answers will address the question in a more balanced manner. The theoretical structure of the answer will be clear and coherent and links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be more detailed and understanding of the debates and their complexities made explicit.

At this level, answers might be expected to be more developed and detailed versions of the 'lower in the band' answers and may show any of the following:

- greater knowledge and understanding of the ideological nature of much of the evidence and many of the arguments;
- greater knowledge and understanding of a wider range of media forms and their relevance to the debates

NB Candidates will be rewarded at all levels for an understanding of the connections between the topics studied in this module and the nature of sociological thought, methods of sociological enquiry, and the core themes (socialisation, culture and identity; and social differentiation, power and stratification).

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: McLuhan, Eliot & Leavis, Lyotard, Baudrillard, Bakhtin, Tomlinson, Sawen, Marx, Philo, Hall, Frankfurt School, Gramsci, Althusser, Strinati.

Note: Refer to General Mark Scheme for AO2 marks

(18 marks)

SECTION D: POWER AND POLITICS

Total for this section: 60 marks**1 3**

Identify and briefly explain **three** ways in which globalisation has affected power and politics in the world today, **apart from** those referred to in **Item D**. *(9 marks)*

One mark for each of up to **three** ways identified, such as:

- national borders become less relevant
- governments cannot control information flows
- nation states have less control over their economic policy
- issues are interpreted in a global context
- global alliances are increasingly important
- growth of supra-national bodies.

Two further marks for each of **three** satisfactory explanations such as:

- national borders become less relevant: globalisation has meant that many issues, such as dealing with terrorism, have become global and made national boundaries irrelevant.
- governments cannot control information flows: the internet and other digital communication systems have made it much more difficult for governments to control information.
- nation states have less control over their economic policy: the growth of supra-state bodies and the development of TNCs has shifted economic power to people outside the nation state.

One mark only for each of **three** partially satisfactory answers.

No marks for:

- the globalising process has brought new international dimensions to a wide range of issues
- governments and politicians have had to adjust to new ways of working
- politicians are now under much greater scrutiny from the international media.

1 4

Using material from **Item D** and elsewhere, examine the role of the mass media in the political process today. (18 marks)

AO1: Knowledge and Understanding**(6 marks)**

0 No relevant points.

1 – 3 Answers in this band will show very limited or limited knowledge and/or understanding.

Lower in the band, one or two very limited points may be made on the mass media. Knowledge may be flawed. At this level there will be little evidence that the candidate has understood either the question or the material in response to it.

Higher in the band, there will be limited understanding of the demands of the question set. The candidate may present some limited knowledge on the mass media. Understanding of the set question and/or material presented will be more explicit and more sociological; for example, a competent if basic account of some of the evidence concerning media image, leadership makeovers or party political broadcasts.

4 – 6 Answers in this band will have reasonable or very good knowledge and understanding

Lower in the band, answers will show reasonable knowledge and understanding of some sociological material or evidence concerning the mass media. There may be a tendency to present the material in a list-like manner, for example describing media coverage of political matters, the significance of controlling the media today, the role of spin-doctors, etc.

Higher in the band, knowledge will be broader and/or deeper and will be more conceptually detailed and show an understanding of a range of sociological material on the evidence concerning the mass media and the political process today.

Material will be drawn from Item D and elsewhere. This may include concepts and issues such as the following: spin-doctors, globalisation, the internet, the diversity and role of new media, democratisation, agenda setting, gate-keeping, rebranding, news management, etc. Sources may include Chomsky, Bayliss & Smith, Ohmae, Sklair, Hirst, Hirst & Thompson, Giddens, Foucault, Fraser, Klein, etc.

Note: Refer to General Mark Scheme A for AO2 marks

(12 marks)

1 5

Assess the view that direct political action has become the most effective way for groups to make their views known to the government and the population at large.

(33 marks)

AO1: Knowledge and Understanding

(15 marks)

0 No knowledge or understanding relevant to the set question.

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

Lower in the band, candidates will present an answer based on very limited knowledge and understanding of politics and/or political action rather than based on sociological arguments or evidence. There will be only a peripheral link to the question. At this level there will be little evidence that the candidate has understood either the question or the material in response to it. At this level answers might include:

- some isolated or disjointed statements on pressure groups or,
- some flawed material from theories of political power.

Higher in the band, candidates will present knowledge on politics, pressure groups or new social movements that is incomplete or flawed. However, candidates' understanding of both the set question and the material presented as an answer will be marginally more explicit and more sociological than those lower in the band. At this level answers might include:

- some incomplete or flawed accounts of pressure group activities or,
- some very limited or incomplete accounts of theories of political power and participation.

6 – 11 Answers in this band will show reasonable sociological knowledge and understanding.

Lower in the band, candidates will present an adequate but possibly generalised or essentially descriptive account of sociological knowledge on the question. There will be a limited understanding of the demands of the question set. At this level answers might include:

- undeveloped lists of evidence relating to political participation, pressure groups, political parties and/or new social movements or,
- outlines of one or two perspectives on political action/participation with relevance to the question left largely implicit or,
- a list of studies on political parties or new social movements or a fuller account of just one or two studies and with the question left largely implicit.

Higher in the band, candidates will present a fuller though possibly still unbalanced response to the question. Answers may still be somewhat descriptive or narrowly focused, for instance providing an account of the growth of one new social movement. At this level answers might include:

- more developed accounts of studies on political participation/political action linked to pressure groups, political parties and/or new social movements but with little theoretical structure or,
- a coherent and broadly accurate account from two or more perspectives with an emerging focus on the question or,
- increasingly full and accurate empirical material on political participation/political action linked to pressure groups, political parties and/or new social movements, but with a limited theoretical structure.

12 – 15 Answers in this band will show good sociological knowledge and understanding.

Lower in the band, candidates will demonstrate increasingly thorough and accurate knowledge and understanding of both the theoretical and empirical aspects of the question and of the links between them. Answers may show less balance between empirical and theoretical material or in the attention paid to different aspects of the question. At this level answers might include:

- more detailed and broadly accurate accounts of studies on political participation/direct action linked to pressure groups, political parties and/or new social movements but still with limitations in the theoretical structure or,
- more coherent and accurate accounts from a range of perspectives and with relevant concepts such as ideological apparatus, hegemony, propaganda, globalisation, terrorism, democratisation, homogeneous elites, issue basis and fragmentation of democracy explored and broadly understood.

Higher in the band, candidates' answers will address the selection and presentation aspects of the question in a more balanced manner. The theoretical structure of the answer will be clear and coherent and links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be more detailed and understanding of the debates and their complexities made explicit. At this level, answers might be expected to be more developed and detailed versions of the 'lower in the band' answers and may show:

- greater knowledge and understanding of issues to do with the changing nature and sources of power and influence in contemporary society;
- greater knowledge and understanding of the impact of globalisation on politics and decision making;
- greater knowledge and understanding of comparative empirical material on political protest and direct action.

NB Candidates will be rewarded at all levels for an understanding of the connections between the topics studied in this module and the nature of sociological thought, methods of sociological enquiry, and the core themes (socialisation, culture and identity; and social differentiation, power and stratification).

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, Sklair, Callinicos, Klein.

Note: Refer to General Mark Scheme for AO2 marks

(18 marks)

1	6	Critically examine the role of political parties in the political process today. (33 marks)
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AO1: Knowledge and Understanding**(15 marks)**

0 No knowledge or understanding relevant to the set question.

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

Lower in the band, candidates will present an answer based on very limited knowledge and understanding on politics or political parties rather than based on sociological arguments or evidence. There will be only a peripheral link to the question. At this level there will be little evidence that the candidate has understood either the question or the material in response to it. At this level answers might include:

- isolated or disjointed statements on political parties or,
- some flawed material from theories of political participation.

Higher in the band, candidates will present knowledge on politics and political parties that is incomplete or flawed. However, candidates' understanding of both the set question and the material presented as an answer will be marginally more explicit and more sociological than those lower in the band. At this level answers might include:

- some incomplete or flawed account from theories of political participation or,
- some very limited or incomplete accounts of the functions of political parties.

6 – 11 Answers in this band will show reasonable sociological knowledge and understanding.

Lower in the band, candidates will present an adequate but possibly generalised or essentially descriptive account of sociological knowledge on the question. There will be a limited understanding of the demands of the question set. At this level answers might include:

- undeveloped lists of evidence relating to the nature of political participation or,
- outlines of one or two perspectives on power with relevance to the question left largely implicit or,
- a list of studies on the nature and/or functions of political parties or a fuller account of just one or two studies and with the question left largely implicit.

Higher in the band, candidates will present a fuller and though possibly still unbalanced response to the question. Answers may still be somewhat descriptive or narrowly focused, for instance discussing one or two main parties, such as the Conservative and Labour parties, or the Democratic and Republican parties in the USA. At this level answers might include:

- increasingly full and accurate empirical material on the nature and functions of political parties, but with a limited theoretical structure or,
- more developed accounts of studies on the nature and functions of political parties, but with a limited theoretical structure or,
- a coherent and broadly accurate account from two or more perspectives with an emerging focus on the question.

12 – 15 Answers in this band will show good sociological knowledge and understanding.

Lower in the band, candidates will have to demonstrate increasingly thorough and accurate knowledge and understanding of both the theoretical and empirical aspects of the question and of the links between them. Answers may show less balance between empirical and theoretical material or in the attention paid to different aspects of the question. At this level answers might include:

- fuller, more accurate and detailed empirical material on the role and functions of political parties but still with limitations in the theoretical structure or,
- more coherent and accurate accounts from a range of perspectives and with relevant concepts such as ideology, pluralism, manifesto, Third Way, nationalism, class alignment and dealignment and democracy explored and broadly understood.

Higher in the band, candidates' answers will address the selection and presentation aspects of the question in a more balanced manner. The theoretical structure of the answer will be clear and coherent and links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be more detailed and understanding of the debates and their complexities made explicit. At this level answers might be expected to be more developed and detailed versions of the lower in the band answers and show:

- greater knowledge and understanding of the ideological aspects of the debates or,
- greater knowledge and understanding of the influence of global factors and their relevance to changes in the nature of political participation or,
- greater knowledge and understanding of comparative material on political parties and other political movements.

NB Candidates will be rewarded at all levels for an understanding of the connections between the topics studied in this module and the nature of sociological thought, methods of sociological enquiry, and the core themes (socialisation, culture and identity; and social differentiation, power and stratification).

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Dahl, Hewitt, Miliband, Poulantzas, Hutton, Webb, McKenzie, Giddens, Whiteley & Seyd, Gamble, Coates, Gramsci, Dunleavy & Husbands, Kriesi et al.

Note: Refer to General Mark Scheme for AO2 marks

(18 marks)

General Mark Scheme A

(Questions

0	2
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0	6
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1	0
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1	4
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AO2: Interpretation, Application, Analysis and Evaluation

(12 marks)

0 No relevant interpretation, application, analysis or evaluation skills shown.

1 – 4 Answers in this band will show limited skills of interpretation, application, analysis and evaluation. Throughout this band, skills may be poorly focused on the set question and there may be significant errors or confusions in the attempt to demonstrate them. Some answers may show evidence of one or two skills only.

Lower in the band, interpretation or application of potentially relevant material will be very basic, possibly with significant errors. Answers will show minimal analysis or evaluation. For example, there may be a brief, partial attempt to analyse an argument, or one or two brief evaluative points, possibly amid confusion or error.

Higher in the band, interpretation may take the form of a limited, poorly focused account of a study, perspective or idea. Application may take the form of, for example, an undeveloped example or a reference to a contemporary event, a related area of sociology or a personal experience. There will be little sociological insight or context. There will be some limited analysis and/or evaluation. For example, evaluation may be restricted to two or three criticisms of a study, theory or method, or there may be a limited analysis of an aspect of the answer.

5 – 8 Answers in this band will show reasonable skills of interpretation, application, analysis and/or evaluation. Throughout this band, one or two skills may be demonstrated significantly more successfully than the others.

Lower in the band, interpretation of the question may be limited or generalised but will be broadly sociological. There will be a reasonably accurate application of some generally appropriate material, though its relevance to the set question will not always be made explicit. Application may involve listing material from the topic area with limited regard for the specific issues raised by the question. Analysis may be partial. Evaluation may be wholly or largely implicit, or one-sided. For example, answers may juxtapose different theoretical perspectives, or offer a list of criticisms of a study etc.

Higher in the band, answers will show greater sensitivity in interpretation of the set question and greater sociological awareness in the application of material in order to address successfully some of the specific issues that it raises. However, significant parts of the answer may remain generalised. Analysis will be more explicit, for example with greater discussion of some of the material presented. There will be more explicit evaluation, though much may remain implicit. Evaluation may be both positive and negative, though answers may still be largely one-sided.

9 – 12 Answers in this band will show good skills of interpretation, application, analysis and evaluation. Interpretation of the general and specific issues raised by the set question will be appropriate, broad and sociologically informed. A range of appropriate material will be selected, interpreted and applied accurately and with sensitivity and its relevance made explicit. Throughout this band, analysis and evaluation will be relevant, developed and explicit.

Lower in the band, answers will be somewhat more limited. For example, interpretation of the question may be somewhat partial, or the relevance of some material may remain implicit. Analysis and/or evaluation will be somewhat incomplete. For example, evaluation may be rather one-sided, or appropriate inferences may not be drawn from some of the material presented.

Higher in the band, interpretation and application will be thorough, accurate and comprehensive, and answers will show greater sensitivity and sophistication both in the interpretation of the question and in the selection and application of material with which to answer it. Analysis and evaluation will be explicit. Evaluation will be more balanced as, for example, in recognising that the studies, theories, methods etc presented have both strengths and weaknesses. Analysis may follow a clear rationale, draw appropriate inferences, and employ a logical ordering of material leading to a distinct conclusion.

General Mark Scheme B

(Questions 03 , 04 , 07 , 08 , 11 , 12 , 15 , 16)

AO1: Knowledge and Understanding

(15 marks)

0 No knowledge or understanding relevant to the set question.

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

Lower in the band, candidates will present an answer based on commonsensical knowledge and understanding on the topic rather than based on sociological arguments or evidence. There will be only a peripheral link to the question. At this level there will be little evidence that the candidate has understood either the question or the material in response to it.

Higher in the band, candidates will present knowledge on the topic that is incomplete or flawed. However, candidates' understanding of both the set question and the material presented as an answer will be marginally more explicit and more sociological than those lower in the band.

6 – 11 Answers in this band will show reasonable sociological knowledge and understanding.

Lower in the band, candidates will present an adequate but possibly generalised or essentially descriptive account of sociological knowledge on the question. Alternatively, knowledge may be deeper but from a very narrow range. There will be limited understanding of the demands of the question set, possibly linked to only one aspect of the question.

At this level answers might include:

- undeveloped lists of evidence or,
- outlines of one or two perspectives on the topic with relevance to the question left largely implicit or,
- a list of studies or a fuller account of just one or two studies on the topic with the question left largely implicit.

Higher in the band, candidates will present a fuller though possibly still unbalanced response to the question. Answers may still be somewhat descriptive or narrowly focused, for instance discussing only one aspect of the question.

At this level answers might include:

- increasingly full and accurate empirical material, but with a limited theoretical structure or,
- more developed accounts of studies but with a limited theoretical structure or,
- a coherent and broadly accurate account from two or more perspectives with an emerging focus on the question.

12 – 15 Answers in this band will show good sociological knowledge and understanding.

Lower in the band, there will be a reasonably accurate knowledge of a range of sociological material conveying reasonable conceptual detail. There will be understanding of both the theoretical and empirical aspects of the question and of the links between them. At this level answers may show less balance between empirical and theoretical or in attention paid to different aspects of the question.

At this level answers might include:

- fuller, more accurate and detailed empirical material on a range of aspects of the question, and with a limited theoretical structure or,
- more detailed and broadly accurate accounts of studies and with a limited theoretical structure or,
- more coherent and accurate accounts from a range of perspectives and with relevant concepts explored and broadly understood.

Higher in the band, candidates' answers will address the different aspects of the question in a more balanced manner. Knowledge will be comprehensive and will be thorough, accurate and conceptually detailed. There will be a clear understanding of the theoretical context of the question. Links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be more detailed and understanding of the debates and their complexities raised by the question will be explicit.

AO2 (a): Interpretation and Application

(9 marks)

0 No interpretation or application skills shown.

1 – 3 Answers in this band will show limited skills of interpretation and application. Answers are likely to attempt either interpretation or application, may be confused and will have only limited success in answering the set question. A large proportion of the material may be at a tangent to the question set.

Lower in the band, interpretation or application of potentially relevant material will be very basic, possibly with significant errors.

Higher in the band, interpretation may take the form of a limited, poorly focused account of a study, perspective or idea. Application may for instance take the form of an undeveloped example or a reference to a contemporary event, a related area of sociology or a personal experience. There will be little sociological insight or context.

4 – 6 Answers in this band will show reasonable skills of interpretation and application. Interpretation of the question will be broadly sociological and there will be a reasonably accurate application of some generally appropriate material, though its relevance to the set question will not always be made explicit.

Lower in the band, answers will be more limited. Interpretation of the set question may be limited or generalised. Application may involve listing material from the general topic area with limited regard for the specific issues raised by the question.

Higher in the band, answers will show greater sensitivity in interpretation of the set question and greater sociological awareness in the application of material in order to address successfully some of the specific issues that it raises. However, significant parts of the answer may remain generalised.

- 7 – 9** Answers in this band will show good skills of interpretation and application in relation to the question set and the material offered in response. Interpretation of the general and specific issues raised by the set question will be appropriate, broad and sociologically informed. A range of appropriate material will be selected, interpreted and applied accurately and with sensitivity and its relevance made explicit.

Lower in the band, answers will be somewhat more limited. For example, interpretation of the question may be somewhat partial, or the relevance of some material may remain implicit.

Higher in the band, interpretation and application will be thorough, accurate and comprehensive, and answers will show greater sensitivity and sophistication both in the interpretation of the question and in the selection and application of material with which to answer it.

AO2 (b): Analysis and Evaluation

(9 marks)

- 0** No relevant analysis or evaluation.

- 1 – 3** Answers in this band will show limited skills both of analysis and of evaluation. Throughout this band, skills may be poorly focused on the set question and there may be significant errors or confusions in the attempt to demonstrate them. Some answers may show evidence of one skill only.

Lower in the band, answers will show minimal analysis or evaluation. For example, there may be a brief, partial attempt to analyse an argument, or one or two brief evaluative points, possibly amid confusion or error.

Higher in the band, there will be some limited analysis and/or evaluation. For example, evaluation may be restricted to two or three criticisms of a study, theory or method, or there may be a limited analysis of an aspect of the answer.

- 4 – 6** Answers in this band will show reasonable skills of analysis and/or of evaluation. Throughout this band, one skill may be demonstrated significantly more successfully than the other.

Lower in the band, analysis may be partial, for example with significant sections of the answer tending simply to list the material presented. Evaluation may be wholly or largely implicit, and wholly or heavily one-sided. For example, answers may juxtapose different theoretical perspectives, or offer a list of criticisms of a study.

Higher in the band, one or both skills will be shown more fully. Analysis will be more explicit, for example with greater discussion of some of the material presented. There will be more explicit evaluation, though much may remain implicit. Evaluation may be both positive and negative, though answers may still be largely one-sided.

- 7 – 9** Answers in this band will show good skills both of analysis and of evaluation. Throughout this band, analysis and evaluation will be relevant, well developed and explicit.

Lower in the band, analysis and/or evaluation will be somewhat incomplete. For example, evaluation may be rather one-sided, or appropriate inferences may not be drawn from some of the material presented.

Higher in the band, analysis and evaluation will be thorough and comprehensive. Evaluation will be balanced as, for example, in recognising that the studies, theories, methods etc presented have both strengths and weaknesses. Analysis may follow a clear rationale, draw appropriate inferences, and employ a logical ordering of material leading to a distinct conclusion.

ASSESSMENT GRIDS FOR A LEVEL SOCIOLOGY UNIT 3 (SCLY3)

Examination Series: June 2010

Beliefs in Society (Data Response)

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
0	1			3	6	9
0	2			6	12	18
Sub-Total				9	18	27

Beliefs in Society (Essays)

Candidates answer **one** question from a choice of two.

				ASSESSMENT OBJECTIVES			
Questions				AO1	AO2		Total
					(a) *	(b) *	
0	3	or	0 4	15	9	9	33
Sub-Total				15	18		33

Total		24		36		60
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Global Development (Data Response)

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
0	5			3	6	9
0	6			6	12	18
Sub-Total				9	18	27

Global Development (Essays)

Candidates answer **one** question from a choice of two.

				ASSESSMENT OBJECTIVES			
Questions				AO1	AO2		Total
					(a) *	(b) *	
0	7	or	0 8	15	9	9	33
Sub-Total				15	18		33

Total		24		36		60
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* AO2 (a) = Interpretation and Application

* AO2 (b) = Analysis and Evaluation

Mass Media (Data Response)

		ASSESSMENT OBJECTIVES		
Questions		AO1	AO2	Total
0	9	3	6	9
1	0	6	12	18
Sub-Total		9	18	27

Mass Media (Essays)

Candidates answer **one** question from a choice of two.

		ASSESSMENT OBJECTIVES			
Questions		AO1	AO2		Total
			(a) *	(b) *	
1	1 or 1 2	15	9	9	33
Sub-Total		15	18		33
Total		24	36		60

Power and Politics (Data Response)

		ASSESSMENT OBJECTIVES		
Questions		AO1	AO2	Total
1	3	3	6	9
1	4	6	12	18
Sub-Total		9	18	27

Power and Politics (Essays)

Candidates answer **one** question from a choice of two.

		ASSESSMENT OBJECTIVES			
Questions		AO1	AO2		Total
			(a) *	(b) *	
1	5 or 1 6	15	9	9	33
Sub-Total		15	18		33
Total		24	36		60

* AO2 (a) = Interpretation and Application

* AO2 (b) = Analysis and Evaluation