



**General Certificate of Education  
January 2011**

**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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2011 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

---

## 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, **apart from** lower church attendance, why the Church of England might be seen to be 'in decline', (**Item A**, line 7). (9 marks)

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

- seen as dated
- loss of status by Church of England ministers in the community
- disengagement
- loss of political power and influence
- fewer children now attend Sunday school.

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

- seen as dated: the Church of England is seen by many as having old fashioned, unchanging or dated attitudes and is something that was important in the past but not today.
- loss of status by Church of England ministers in the community: it is argued by some that ministers used to have high status in the community but that, relative to other occupations and positions in society, their status has steadily declined.
- disengagement: some of the functions of the Church, such as education and some pastoral work, have largely been taken over by the state.

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

0 2

Using material from **Item A** and elsewhere, assess the view that, while the Church of England is declining, other religions and spiritual movements are flourishing.

*(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 religious and/or spiritual belief or practice. 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 a limited understanding of the demands of the question set. The candidate may present some limited knowledge on religious and/or spiritual belief or practice. 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 and descriptive account of some flourishing religious and/or spiritual movements, or a limited collection of data on religious belief and practice.

**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 religious and spiritual groups in society today. There may be a tendency to present material in a list-like manner, for example describing two or three studies of different cults, sects, New Age and spiritual movements or other religious groups, such as Muslims, Jews or African-Caribbean Pentecostals. Alternatively, candidates may list reasons for the apparent decline of the Church of England and compare this with the growth of other religious movements, 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 and spiritual organisations, beliefs and practices. Material will be drawn from Item A and elsewhere. This may include concepts and issues such as: the privatisation of belief, believing without belonging, secularisation, individuation, desacrilisation, fundamentalism, spiritual shopping, pick and mix religion, new religious movements, changing leisure and social patterns, globalisation, multicultural influences, social status, the uncertain nature of evidence on beliefs, etc. Sources may include Bruce, Brierly, Beckford, Stark & Bainbridge, Ashworth & Farthing, Weber, Wilson, Martin, Davie, Barker, Heelas, Bauman, Lyotard, Bellah, O'Beirne, Wallis, etc.

**Note:** Refer to General Mark Scheme A for AO2 marks  
(pages 36-37)

***(12 marks)***

0 3

Assess the view that, for minority ethnic groups, the practice of religion and membership of religious groups is mainly a form of cultural defence. (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 minority ethnic groups 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 ethnic cultures or
- some flawed material on religious practice.

**Higher in the band**, candidates will present knowledge on minority ethnic groups and religious practice and membership 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 religion and ethnicity or
- some disjointed but basically accurate material on different minority ethnic groups and identity or
- brief points about the religious practices and membership of different groups.

**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:

- a more extensive list of factors related to religion and ethnicity or
- some list-like and largely accurate material on different minority ethnic groups, cultures and/or identities or
- an undeveloped list of studies of minority ethnic groups and religious practice.

**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 with one or two specific groups or focusing on personal rather than wider cultural aspects. At this level answers might include:

- a more developed list of factors related to religion and ethnicity, but with a limited theoretical structure or
- a more developed list of factors related to different minority ethnic groups, cultures and/or identities, but with a limited theoretical structure or
- a more developed account of studies of minority ethnic groups and religious practice and/or membership, 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 begin to demonstrate an increasingly detailed 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. Concepts such as cultural defence, cultural identity, cultural hybridity, fundamentalism, globalisation, and assimilation will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of factors related to religion and ethnicity but still with some limitations in the theoretical structure or
- fuller and broadly accurate descriptions of evidence relating to religious and/or spiritual beliefs, organisations and minority ethnic groups but still with some limitations in the theoretical structure or
- fuller and more developed accounts of studies of minority ethnic groups and religious practice and/or membership.

**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/or show:

- greater knowledge and understanding of a range of different minority ethnic groups and their religious practices or
- greater knowledge and understanding of global aspects of the debates or
- greater knowledge and understanding of the problematic nature of measuring the extent and/or the influences of religious beliefs in society today.

**NB** Candidates will be rewarded at all levels for an understanding of the connections between the issues raised by this question 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, Weber, Malinowski, Herberg, Bruce, Bird, Pryce, Modood et al, O'Beirne, Brierly, Voas & Crocket, Davie, Rankin, Johal, Mirza et al, Samad, Choudhury, Akthar, Butler, Hopkins & Kahani-Hopkins, Heelas & Woodhead.

**Note:** Refer to General Mark Scheme B for AO2 marks  
(pages 38-41)

**(18 marks)**

0 4

Assess the view that religion is a major source of instability and conflict 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 stability/instability or conflict 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 conflicts linked to religion.

**Higher in the band**, candidates will present knowledge on religion and instability/conflict 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 conflicts linked to religion.

**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
- a brief, descriptive and largely accurate list of studies of conflicts linked to 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 dealing more generally 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, but with a limited theoretical structure or
- a largely accurate and more developed list of studies of conflicts linked to religion, 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 an increasingly detailed 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. Concepts such as patriarchy, gender inequality, social control, subordination, fundamentalism, ideology, ecumenicalism, hegemony will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of evidence relating to the role and/or functions of religion in contemporary society with greater focus on those linked to stability/instability and/or conflict, but still with some limitations in the theoretical structure or
- more developed and broadly accurate accounts of studies of conflicts linked to religion but still with some limitations in the theoretical structure or
- more coherent and broadly accurate accounts from a range of perspectives and with clear links to the question.

**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/or show:

- greater knowledge and understanding of the complexity of religious and spiritual issues in society today;
- greater knowledge and understanding of the global nature of many issues and debates;
- greater knowledge and understanding of a wider range of comparative material.

**NB** Candidates will be rewarded at all levels for an understanding of the connections between the issues raised by this question 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, Davie, Bruce, Gramsci, Maduro, Weber, Kautsky, Holm, Holden, Lyotard, Bauman, Parkin, MacGuire, Thompson.

**Note: Refer to General Mark Scheme B for AO2 marks**  
(pages 38-41)

**(18 marks)**

---

**SECTION B: GLOBAL DEVELOPMENT**

---

**Total for this section: 60 marks**

**0 5**

Identify and briefly explain **three** ways in which development might threaten or disrupt traditional cultures. *(9 marks)*

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

- requiring values to change for industrialisation
- the importation of consumerism
- requiring new work patterns
- breaking up traditional family structures and values
- population migration.

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

- requiring values to change for industrialisation: Rostow's modernisation theory states the need for traditional values to be replaced with more modern values if industrialisation is to take off.
- the importation of consumerism: consumerist values and practices, such as branding and advertising may be seen as 'westernising' the local culture.
- requiring new work patterns: moving to a factory-based economy would mean giving up traditional ways of life based around agricultural or rural traditions.

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

**0 6**

Using material from **Item B** and elsewhere, assess the view that the rich countries of the world 'are deliberately keeping poor countries poor', (**Item B**, lines 3–4).

*(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 rich and poor countries. 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 a limited understanding of the demands of the question set. The candidate may present some limited knowledge on development and/or the relationships between rich and poor countries. 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 case studies of development.

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

**Lower in the band**, answers will show a reasonable knowledge and understanding of some sociological material on the evidence concerning development and the relationships between rich and poor countries. 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 some of the ways in which rich countries may be seen to control poor countries.

**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 relationship between rich and poor countries. Material will be drawn from Item B and elsewhere. This may include concepts and issues such as: the role of cash crops, import substitution and export-led growth, dependency, neo-colonialism, exploitation and tied aid. Sources may include: Rostow, Frank, Hayter, Sklair, Chang, Amin, Potter, Kennedy, Friedman, Warren, Roberts & Hite, Hoogvelt, Foster-Carter, Giddens.

**Note:** Refer to General Mark Scheme A for AO2 marks  
(pages 36-37)

**(12 marks)**

0 7

Assess the view that increasing trade is a more effective strategy for development than increasing aid. (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 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 aid or
- some flawed material from theories of development.

**Higher in the band**, candidates will present knowledge on 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:

- a very brief list of some of the advantages/disadvantages of receiving aid or
- some incomplete or flawed accounts from perspectives on development.

**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 aid and/or trade and development or
- brief, descriptive and largely accurate account of one or two studies of aid and/or trade and development 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, for example providing a descriptive account of one developing country. At this level answers might include:

- more developed lists of evidence relating to aid and trade and development, but with a limited theoretical structure or
- a largely accurate and more developed list of studies of development, aid and trade, but with a limited theoretical structure or
- a coherent and broadly accurate account from two or more perspectives and with explicit links to aid and/or trade.

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

**Lower in the band**, candidates will demonstrate an increasingly detailed 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 or in the attention paid to different aspects of the question. Concepts such as trade liberalisation, tied aid, neo-colonialism, domination, subordination, globalisation, dependency, imperialism and structural adjustment will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of evidence related to aid, trade and development but still with some limitations in the theoretical structure or
- more developed and broadly accurate accounts of studies on aid, trade and development, but still with some limitations in the theoretical structure or
- more coherent and broadly accurate accounts from a range of perspectives and with explicit links to aid and/or trade.

**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 will be more focused and developed versions of the lower in the band answers and/or show:

- greater knowledge and understanding of issues to do with ideology, power and control;
- greater knowledge and understanding of the impact of debts on developing countries;
- greater knowledge and understanding of the politicised nature of many aid programmes.

**NB** Candidates will be rewarded at all levels for an understanding of the connections between the issues raised by this question 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, Collier, Sachs, Bauer, George, Coyle.

**Note:** Refer to General Mark Scheme B for AO2 marks (18 marks)  
(pages 38-41)

0	8
---	---

Evaluate the usefulness of Malthusian and neo-Malthusian theories for our understanding of population issues in the world 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 understanding of population issues 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 global population or
- some flawed material from theories of development and population growth.

**Higher in the band**, candidates will present knowledge on population issues 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 flawed material on global population growth or
- some incomplete or flawed accounts from perspectives on development and population growth.

**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 global population growth or
- brief, descriptive and largely accurate lists of studies of global population growth or
- outlines of one or two perspectives on development and population growth, 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 providing an account of population growth from one country. At this level answers might include:

- more developed lists of evidence relating to global population issues, but with a limited theoretical structure or
- more developed accounts of studies on development and population growth, but with a limited theoretical structure or
- a coherent and broadly accurate account from two or more perspectives, including Malthusian and/or neo-Malthusian, on development and population issues.

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

**Lower in the band**, candidates will demonstrate an increasingly detailed 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. Concepts such as demographic transition, New Barbarism, desertification, deforestation, dependency, women's position, fertility rates and extrapolation will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of evidence on global population issues, but still with some limitations in the theoretical structure or
- more developed and broadly accurate accounts of studies of population, but still with some limitations in the theoretical structure or
- more coherent and broadly accurate accounts from a range of perspectives, including Malthusian and neo-Malthusian theories, on development and population issues.

**Higher in the band**, candidates 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/or show:

- greater knowledge and understanding of other issues, such as internal conflicts, or food shortages and famine;
- greater knowledge and understanding of the social context of fertility;
- greater knowledge and understanding of the relationship between food production and patterns of consumption.

**NB** Candidates will be rewarded at all levels for an understanding of the connections between the issues raised by this question 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: Malthus, Rostow, Frank, Hayter, Vittachi, Thompson, Notestein, Boserup, Harff & Gurr, Ehrlich, Cately-Carlson, Cohen & Kennedy, Carnell, Mamdani, Adamson, Robey et al, Kaplan, Richards.

**Note:** Refer to General Mark Scheme B for AO2 marks (18 marks)  
(pages 38-41)

---

**SECTION C: MASS MEDIA**

---

**Total for this section: 60 marks****0 9**

Identify and briefly explain **three** ways in which media representations of sexuality and/or disability could be said to be stereotypical. *(9 marks)*

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

- media providing mainly negative information
- rarely showing disability as a normal part of everyday life
- stereotyping by omission/symbolic annihilation
- people defined by their physical attractiveness/appearance
- characters defined by their sexual orientation.

**NB:** no marks for media representations of gender rather than sexuality.

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

- media providing mainly negative information: male and female homosexuality (gays and lesbians) have traditionally been treated by the media as deviant or perverse. Gay men have been shown as effeminate and gay women as butch lesbians.
- rarely showing disability as a normal part of everyday life: many representations of disability portray impairment as central to the character's role, rather than someone whose main role is doing something else.
- stereotyping by omission/symbolic annihilation: the achievements of people with disabilities are often trivialised or not reported by the media.

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

1 0

Using material from **Item C** and elsewhere, assess the view that 'today's children use the media in new and very different ways from their parents', (**Item C**, lines 14–15).  
(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 in 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 a limited understanding of the demands of the question set. The candidate may present some limited knowledge on some of the evidence concerning the use of the media today. Understanding of the set question and/or the material presented in response will be more explicit and more sociological, for example, a description of examples of new media or some brief discussion of social networking sites.

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

**Lower in the band**, answers will show a reasonable knowledge and understanding of some sociological material on the evidence concerning the use of the media today. There may be a tendency to present material in a list-like manner, for example describing two or three examples of the ways in which today's children use the 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 how different generations use the media today.

Material will be drawn from Item C and elsewhere. This may include concepts and issues such as the following: the role of the Internet, hyperreality, the impact of different kinds of new media, democratisation, interactivity, narrowcasting, digitalisation, digital divide, digital natives, collective intelligence, social networking, googling, apps, etc. Sources may include Boyle, Cornford & Robins, Haste, Jenkins, Lister et al, McLuhan, Garrod, Strinati, Li & Kirkup, Turkle, etc.

**Note: Refer to General Mark Scheme A for AO2 marks**  
(pages 36-37)

**(12 marks)**

1 1

Evaluate the pluralist view of the ownership and control of the mass media.

*(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 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 pluralist 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 very limited or incomplete accounts of ownership and/or control of the mass media or
- some incomplete or flawed accounts from perspectives on the 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
- brief, descriptive and largely accurate accounts of one or two studies of ownership and/or control of the mass media or
- outlines of one or two perspectives on the mass media 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 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 a limited theoretical structure or
- a largely accurate and more developed list of studies on the 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 including pluralist.

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

**Lower in the band**, candidates will demonstrate an increasingly detailed 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. Concepts such as cybermedia, technological convergence, synergy, agenda setting, hegemony, ideology, manipulation, gate-keeping, horizontal and vertical integration, will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of evidence relating to the ownership and control of the mass media but still with some limitations in the theoretical structure or
- fuller and broadly accurate accounts of a range of studies of the ownership and control of the mass media but still with some limitations in the theoretical structure or
- more coherent and broadly accurate accounts from a range of perspectives, including pluralist, on the mass media, ownership and control.

**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/or show:

- 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 issues raised in this question 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, Marcuse, Miliband, Curran, Doyle, Whale, Tunstall & Palmer, Woods, Firestone, Philo, Bagdikian, Barnett & Weymour, GMG.

**Note:** Refer to General Mark Scheme B for AO2 marks (pages 38-41) **(18 marks)**

1 2

Assess the impact of globalisation on the structure and role of the mass media in the world today. <i>(33 marks)</i>
---

**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 mass media 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 globalisation.

**Higher in the band**, candidates will present knowledge on 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:

- a brief list of factors related to media influence or
- some disjointed but basically accurate material on globalisation and 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 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 structure of the mass media today or
- brief, descriptive and mainly accurate accounts of studies of the media or a fuller account of just one or two studies or
- outlines of one or two perspectives on the media 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 dealing mainly with mass culture. 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 the impact of globalisation on the role and/or structure of the mass media today, but with a limited theoretical structure or
- a largely accurate and more developed list of relevant studies, 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.

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

**Lower in the band**, candidates will begin to demonstrate an increasingly detailed 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. Concepts such as globalisation, media conglomeration, bureaucracy, gate-keeping, synergy, dissolving boundaries, Disneyfication, convergence, participatory culture, neophiliacs, interactivity, global culture, cultural homogenisation, will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of evidence relating to the impact of globalisation on the role and structure of the media today, but still with some limitations in the theoretical structure or
- more developed and broadly accurate accounts of studies on globalisation and the mass media, but still with limitations in the theoretical structure or
- more coherent and broadly accurate accounts from a range of perspectives and with clear links to the question.

**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/or show:

- greater knowledge and understanding of global political issues and their relevance to the debates;
- greater knowledge and understanding of the impact of the new media on relevant processes and the debates;
- greater knowledge and understanding of the ideological nature of much of the evidence and many of the arguments.

**NB** Candidates will be rewarded at all levels for an understanding of the connections between the issues raised in this question 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: Garrod, McLuhan, Strinati, Fenton, Boyle, Jenkins, Itzoe, Cornford & Robbins, Lyotard, Baudrillard, Harvey, Hill & Hughes, Kellner.

**Note:** Refer to General Mark Scheme B for AO2 marks (pages 38-41) **(18 marks)**

---

**SECTION D: POWER AND POLITICS**

---

**Total for this section: 60 marks**

**1 3**

Identify and briefly explain **three** reasons, **apart from** the growth of new social movements, why some sociologists argue that the state has lost power over the past fifty years or so. *(9 marks)*

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

- the process of economic globalisation
- the growth of the internet and new media
- the rise of supra-state bodies
- the global nature of many issues today
- the ease of, and increase in, travel.

**NB: no marks** for the growth of new social movements.

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

- the process of economic globalisation: this process has led to states losing power over their economies as production in many industries becomes global.
- the growth of the internet and new media: this has democratised information flows and made it much harder for states to control information.
- the rise of supra-state bodies: bodies such as the EU take powers from and gain powers over modern member states.

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

1 4

Using material from **Item D** and elsewhere, assess the view that new social movements 'challenge the power of the state in advanced capitalist societies', (**Item D**, lines 12–13). (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 new social movements. 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 a limited understanding of the demands of the question set. The candidate may present some limited knowledge on new social movements. Understanding of the set question and/or material presented will be more explicit and more sociological; for example, a competent if basic account of a campaign by one new social movement.

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

**Lower in the band**, answers will show a reasonable knowledge and understanding of some sociological material or evidence concerning new social movements. There may be a tendency to present the material in a list-like manner, for example, giving very brief descriptions of a range of ways in which these movements challenge the power of the state.

**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 concerning new social movements and the state. There may also be a greater focus on global aspects of the question.

Material will be drawn from Item D and elsewhere and will focus more centrally on the challenge to the state posed by new social movements. This may include concepts and issues such as the following: a shift to new politics, different value systems, radicalisation, anti-capitalist and anti-globalisation movements, increasing use of new media, human rights, ideological drive, different membership, tactics, distinctions from class and old groupings. 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)  
(pages 36-37)

1 | 5

Assess the view that social class is no longer an important factor in determining the outcome of elections in the United Kingdom. (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 elections and/or voting behaviour 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 some election issues or
- some flawed material from theories of political participation.

**Higher in the band**, candidates will present knowledge on elections and/or voting behaviour 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 some recent elections or
- some very limited or incomplete accounts of theories of political 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 various recent elections and election issues or
- brief, descriptive and mainly accurate accounts of studies of voting behaviour or
- outlines of one or two perspectives on political participation, 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 providing an account based on social class but ignoring other aspects. At this level answers might include:

- more developed lists of evidence relating to various recent elections and election issues, but with a limited theoretical structure or
- more developed accounts of studies of voting behaviour, but with a limited theoretical structure or
- a coherent and broadly accurate account from two or more perspectives on political participation 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 demonstrate an increasingly detailed 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. Concepts such as Third Way, class alignment, partisan alignment, subjective class, embourgeoisement, de-alignment, deference, consumption cleavages, voter apathy, identity politics, nationalism, floating voters, consumerism, rational choice, hegemony and ideology will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of evidence relating to various recent elections and election issues, but still with some limitations in the theoretical structure or
- more developed and broadly accurate accounts of studies of voting behaviour, but still with some limitations in the theoretical structure or
- more coherent and broadly accurate accounts from a range of perspectives and with clear links to the question.

**Higher in the band**, candidates 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/or show:

- greater knowledge and understanding of issues to do with the changing nature of political debates and their relevance to different elections in the United Kingdom today
- greater knowledge and understanding of comparative material on elections and voting behavior – eg from the USA, Europe, etc
- greater knowledge and understanding of issues related to changing social structures and political identification.



**NB** Candidates will be rewarded at all levels for an understanding of the connections between the issues raised in this question 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: Campbell & Winters, Crewe, Heath et al, Goldthorpe & Lockwood, Butler & Stokes, Childs & Campbell, Saggar, Park, Dunleavy & Husbands, Punnett, Sanders, Sarlvik & Crewe, Pulzer.

**Note:** Refer to General Mark Scheme B for AO2 marks (pages 38-41) **(18 marks)**

1 6

Evaluate pluralist theories of the nature and distribution of power 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 on politics or power 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 powerful groups or
- some flawed material from theories of power.

**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 accounts of some powerful groups or individuals or
- some very limited or incomplete accounts of theories of power.

**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 and/or distribution of power or
- brief, descriptive and mainly accurate accounts of studies of the nature and/or distribution of power or
- outlines of one or two perspectives on the nature and/or distribution of power, 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 focusing only on the nature of power and ignoring the distribution. At this level answers might include:

- more developed lists of evidence relating to the nature and/or distribution of power, but with a limited theoretical structure or
- more developed accounts of studies of the nature and/or distribution of power, but with a limited theoretical structure or

- a coherent and broadly accurate account from two or more perspectives on the nature and/or distribution of power, including pluralist, 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 demonstrate an increasingly detailed 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. Concepts such as zero-sum, constant-sum, legitimation, oligarchy, Weltanschauung, elite, elite pluralism, symbolic resistance, diffusion, hegemony, patriarchy, meritocracy and discourses will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of evidence relating to the nature and distribution of power in society today, but still with some limitations in the theoretical structure or
- more developed and broadly accurate accounts of studies of the nature and distribution of power in society today, but still with some limitations in the theoretical structure or
- more coherent and broadly accurate accounts from a range of perspectives, including pluralism, and with clear links to the question.

**Higher in the band**, candidates 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/or show:

- greater knowledge and understanding of the ideological aspects of the debates
- greater knowledge and understanding of the influence of globalisation and its relevance to changes in the nature and distribution of power
- greater knowledge and understanding of comparative material on the nature and distribution of power.

**NB** Candidates will be rewarded at all levels for an understanding of the connections between the issues raised in this question 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, Grant, Newton, Bachrach & Baratz, Lukes, Faulks, Saunders, Hay, Miliband, Poulantzas, Hutton, Giddens, Gramsci, Mosca, Wright Mills, Moore, Pareto, Philips, Williams.

**Note:** Refer to General Mark Scheme B for AO2 marks  
(pages 38-41)

**(18 marks)**

## General Mark Scheme A

( Questions 

0	2
---	---

 , 

0	6
---	---

 , 

1	0
---	---

 , 

1	4
---	---

 )

### 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: January 2011

**Beliefs in Society (Data Response)**

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
0	1			3	6	9
0	2			6	12	18
<b>Sub-Total</b>				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
<b>Sub-Total</b>				15	18		33
<b>Total</b>				24	36		60

**Global Development (Data Response)**

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
0	5			3	6	9
0	6			6	12	18
<b>Sub-Total</b>				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
<b>Sub-Total</b>				15	18		33
<b>Total</b>				24	36		60

\* 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
<b>Sub-Total</b>			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
<b>Sub-Total</b>			15	18		33
<b>Total</b>			24	36		60

**Power and Politics (Data Response)**

			ASSESSMENT OBJECTIVES		
Questions			AO1	AO2	Total
1	3		3	6	9
1	4		6	12	18
<b>Sub-Total</b>			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
<b>Sub-Total</b>			15	18		33
<b>Total</b>			24	36		60

\* AO2 (a) = Interpretation and Application

\* AO2 (b) = Analysis and Evaluation