



**General Certificate of Education
January 2012**

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 students' 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 students' 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 students' 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 students 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. Students 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 students' 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, students' 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, students' 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, students' 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, students' 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, students' 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, students' 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 members of minority ethnic groups may seem to be more religious than members of the majority population. *(9 marks)*

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

- part of cultural transition
- part of cultural defence
- the majority population worship privately
- they are more religious
- resistant identity/fundamentalism
- vicarious religion.

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

- part of cultural transition: some members of minority ethnic groups may see active religious participation as desirable in adapting to a new culture.
- part of cultural defence: some minority ethnic groups may practise their religion actively as a way of maintaining their previous culture.
- the majority population worship privately: changes in the religious habits of the majority population may mean that they practise their religion in a less visible and more private manner, thus it may seem that minority ethnic groups are more actively religious.
- they are more religious: religion is an inherent and permanent feature of their culture and socialisation.

One mark only for each of **three** partially satisfactory answers, such as it is linked to their culture or some are fundamentalists.

0 2

Using material from **Item A** and elsewhere, assess the view that most people today choose not to be lifelong members of religious organisations. *(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 religious practice and/or religious organisations. Knowledge may be flawed and there will be little evidence that the student 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 student may present some limited knowledge on religious practice and/or religious organisations. 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 different religious organisations and their members.

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 religious beliefs, religious practice and religious organisations. There may be a tendency to present material in a list-like manner, for example describing growth or decline in membership of two or three religious organisations. Alternatively, students may present slightly fuller and more developed accounts from two or more of the perspectives on religious belief and religious practice.

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 relationship between religious beliefs, religious practice and religious organisations. Material will be drawn from the Item and elsewhere. This may include concepts and issues such as: secularisation; fundamentalism; spiritual shopping; lifestyle; pick and mix religion; new religious movements; New Age movements; disenchantment; globalisation; social solidarity; anomie; status quo; false class consciousness; liberation theology; patriarchy; pilgrims and converts, etc. Sources may include: Berger; Heelas; Wallis; Barker; Bird; Bruce; Drane; Lyotard; Aldridge; Beckford; Stark and Bainbridge; etc.

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

0 3

'The growth of New Age and similar movements is evidence of a spiritual revolution in society today.'

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, students will present an answer based on very limited knowledge and understanding of spiritual movements 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 student has understood either the question or the material in response to it. At this level answers might include:

- isolated or disjointed statements about spirituality or
- some flawed material on spiritual or religious practice.

Higher in the band, students will present knowledge on the growth of New Age or similar movements that is incomplete or flawed. However, students' 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 evidence relating to New Age movements or
- some incomplete or flawed account from perspectives on religious and/or spiritual belief and practice.

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

Lower in the band, students 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 spiritual belief and/or practice or
- brief, descriptive and accurate accounts of one or two studies of spiritual movements or
- outlines of one or two perspectives on spiritual beliefs and/or religiosity.

Higher in the band, students will present a fuller though possibly still unbalanced response to the question. Answers may still be somewhat descriptive or narrowly focused, for instance dealing only with evidence from New Age movements. At this level answers might include:

- a more developed list of evidence related to spiritual belief and/or practice, but with a limited theoretical structure or

- a largely accurate and more developed list of studies of religious and spiritual movements, but with a limited theoretical structure or
- a coherent and broadly accurate account from two or more perspectives on spiritual beliefs and/or religiosity.

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

Lower in the band, students will demonstrate an increasingly accurate and detailed knowledge and understanding of both the theoretical and empirical aspects of the question and of the links between them. However, answers may show less balance between empirical and theoretical material or in the attention paid to different aspects of the question. Concepts and issues such as mind-body-spirit, self-spirituality, global cafeteria, therapy, self-religions, believing without belonging, spiritual shopping, pick and mix religions, religiosity, holistic milieu, detraditionalisation, metanarrative and consumer culture will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of evidence related to spiritual belief and/or practice, but still with some limitations in the theoretical structure or
- more developed and broadly accurate accounts of studies of spiritual movements, but still with some limitations in the theoretical structure or
- more coherent and broadly accurate accounts from a range of perspectives on spiritual beliefs and religiosity.

Higher in the band, students 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 comparative empirical evidence or
- greater knowledge and understanding of the complexity of issues linked to belief and spirituality or
- greater knowledge and understanding of the problematic nature of measuring the extent and/or the influences of spiritual and religious beliefs in society today.

NB: Students 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).

Sources may include: Heelas; Bruce; Drane; Wilson; Wallis; Niebuhr; Sutcliffe; Weber; Haddon and Long; Barker; etc.

Note: refer to General Mark Scheme B for AO2 marks

(18 marks)

0 4

Assess the usefulness of functionalist theories in understanding religion 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, students will present an answer based on very limited knowledge and understanding of religion 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 student has understood either the question or the material in response to it. At this level answers might include:

- isolated or disjointed statements about functions of religion or
- some flawed material on one or more perspectives on religion.

Higher in the band, students will present knowledge on functionalist theories that is incomplete or flawed. However, students' 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 functions of religion or
- some incomplete or flawed accounts of functionalist theories.

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

Lower in the band, students 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 factors relating to different functions of religion or
- brief, descriptive and accurate accounts of one or two studies of religion from a functionalist perspective or
- outlines of one or two theories of religion with relevance to the question left largely implicit.

Higher in the band, students 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 accounts of religion from a functionalist perspective or focusing on theories in the abstract rather than in society today. At this level answers might include:

- a more developed list of factors related to different functions of religion but with a limited theoretical structure or

- a largely accurate and more developed list of studies of religion from a functionalist perspective, but with a limited theoretical structure or
- a coherent and broadly accurate account from two or more theories of religion, including a functionalist theory.

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

Lower in the band, students will demonstrate an increasingly accurate and detailed knowledge and understanding of both the theoretical and empirical aspects of the question and of the links between them. However, answers may show less balance between empirical and theoretical material or in the attention paid to different aspects of the question, for instance, making very limited reference to society today. Concepts and issues such as individuation, metanarrative, conservatism, value consensus, collective conscience, cultural imperialism, theodicy, social solidarity, emotional stress, civil religion, ideology, patriarchy, oppression, liberation theology, disenchantment, hegemony and globalisation will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of factors related to different functions of religion, but still with some limitations in the theoretical structure or
- more developed and broadly accurate accounts of studies of religion from a functionalist perspective, but still with some limitations in the theoretical structure or
- more coherent and broadly accurate accounts from a range of theories of religion, including a functionalist theory.

Higher in the band, students 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 in society today 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 sociological perspectives or
- greater knowledge and understanding of global aspects of the debates or
- greater knowledge and understanding of the problematic nature of gaining a detailed picture of religious belief and practice.

NB: Students 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).

Sources may include: Durkheim; Marx; Parsons; Malinowski; Holm; Bellah; Maduro; Gramsci; Weber; Martin; Berger; Lyon; Bruce; Castells; Lyotard; Leach; El Saadawi; Bird; Woodhead.

Note: Refer to General Mark Scheme B for AO2 marks

(18 marks)

Section B: Global Development

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

Identify and briefly explain **three** reasons why birth rates tend to fall as societies develop. *(9 marks)*

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

- higher standards of living
- children become dependent
- decreased infant and child mortality
- change in women's role
- increased social and geographical mobility
- better access to contraception
- increased social welfare.

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

- higher standards of living: as societies develop people seek/gain higher standards of living and see smaller families as more desirable, so the birth rate tends to fall.
- children become dependent: as societies develop children tend to gain more rights and to spend more time in education. This makes them less productive for the family and so people have fewer children.
- decreased infant and child mortality: as living conditions improve, fewer infants and children die so the need for large families to work or provide care decreases, thus the birth rate falls.

One mark only for each of **three** partially satisfactory answers, such as it is to do with standards of living or it is linked to women's roles.

0 6

Using material from **Item B** and elsewhere, assess the impact of war and conflict on development. *(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 war and/or conflict. Knowledge may be flawed and there will be little evidence that the student 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 student may present some limited knowledge on war and/or conflict. 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 one or two wars and/or internal conflicts, or a limited collection of data on the consequences of war and/or conflict in one or more developing countries.

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 wars and conflicts to the processes of development. There may be a tendency to present material in a list-like manner, for example giving several brief and somewhat undeveloped points on the consequences of war and/or conflict. Alternatively, students may give descriptive outlines of two or more wars and/or internal conflicts.

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 war and/or conflict. Material will be drawn from the Item and elsewhere. This may include concepts and issues such as: colonialism; wars of liberation/anti-colonial struggles; class conflict as motor of development; oppression; revolution; social disruption; refugees; diversion to economies; depopulation; militia and lawlessness; parentless children; land mines; damage to infrastructure; legacies of mistrust; looting. Sources may include: Kaldor; Duffield; Richards; Cranna; Stewart, FitzGerald et al; Shaw; Collier; Van Zeijl; Ayoob; Ware; Marx; Engels.

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

0 7

'Urbanisation is a normal part of development and it brings many benefits to those in developing countries.'

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, students will present an answer based on very limited knowledge and understanding of development and/or urbanisation 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 student has understood either the question or the material in response to it. At this level answers might include:

- isolated or disjointed statements about urban growth or
- some flawed material from theories of development.

Higher in the band, students will present knowledge on development and/or urbanisation that is incomplete or flawed. However, students' 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 evidence relating to the urban growth or
- some incomplete or flawed accounts from theories of development.

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

Lower in the band, students 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 brief list of evidence related to the benefits of urban growth or
- brief, descriptive and accurate accounts of one or two studies of urbanisation or
- outlines of one or two theories of development with relevance to the question left largely implicit.

Higher in the band, students 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 urbanisation within a single country or focusing on positive rather than any problematic issues. At this level answers might include:

- a more developed list of evidence related to the benefits or drawbacks of urban growth, but with a limited theoretical structure or

- a largely accurate and more developed list of studies of urbanisation, but with a limited theoretical structure or
- a coherent and broadly accurate account from two or more theories of development, with relevance to urbanisation made explicit.

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

Lower in the band, students will demonstrate an increasingly accurate and detailed knowledge and understanding of both the theoretical and empirical aspects of the question and of the links between them. However, answers may show less balance between empirical and theoretical material or in the attention paid to different aspects of the question. Concepts and issues such as a range of push/pull factors, degradation, migration, shanty towns, urban sprawl, global cities, primary city, metropolis/satellite, employment, investment, overcrowding/slums, break-up of traditional families, help to change traditional values, focus for infrastructure – eg health, education facilities, cosmopolitanism, neo-colonialism and famine will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of evidence relating to the benefits or drawbacks of urban growth, but still with some limitations in the theoretical structure or
- more developed and broadly accurate accounts of studies of urbanisation, but still with some limitations in the theoretical structure or
- more coherent and broadly accurate accounts from a range of theories of development, with relevance to urbanisation made explicit.

Higher in the band, students 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 examples of the advantages and drawbacks of urbanisation or
- greater knowledge and understanding of the complexity of development processes or
- greater knowledge and understanding of the problematic nature of measuring and/or assessing the benefits and drawbacks of urban growth.

NB: Students 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).

Sources may include: Rostow; Frank; Hayter; Sklair; Beall; Lloyd; Slatterthwaite; Cohen and Kennedy; Roberts; Ellwood.

Note: Refer to General Mark Scheme B for AO2 marks **(18 marks)**

0	8	Assess the relationship between gender and development.	(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, students will present an answer based on very limited knowledge and understanding of gender and 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 student has understood either the question or the material in response to it. At this level answers might include:

- isolated or disjointed statements about women and development or
- some flawed material from theories of development.

Higher in the band, students will present knowledge on gender and development that is incomplete or flawed. However, students' 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 evidence related to development and gender differences or
- some incomplete or flawed accounts of theories of development.

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

Lower in the band, students 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 brief list of factors related to development and gender differences or
- brief, descriptive and accurate accounts of one or two studies of gender and development or
- outlines of one or two theories of development, with relevance to the question left largely implicit.

Higher in the band, students will present a fuller though possibly still unbalanced response to the question. Answers may still be somewhat descriptive or narrowly focused, for instance focusing mainly on women and/or feminist views and largely ignoring other perspectives. At this level answers might include:

- a more developed list of factors related to development and gender differences but with a limited theoretical structure or

- a largely accurate and more developed list of studies of gender and development, but with a limited theoretical structure or
- a coherent and broadly accurate account from two or more theories of gender and development.

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

Lower in the band, students will demonstrate an increasingly accurate and detailed knowledge and understanding of both the theoretical and empirical aspects of the question and of the links between them. However, answers may show less balance between empirical and theoretical material or in the attention paid to different aspects of the question. Concepts and issues such as patriarchy, powerlessness, marginalisation, colonialism, exploitation, eco-feminism, globalisation, crisis of masculinity, transnational corporation, cash crops and capitalism will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of factors related to development and gender differences, but still with some limitations in the theoretical structure or
- more developed and broadly accurate accounts of studies of gender and development, but still with some limitations in the theoretical structure or
- more coherent and broadly accurate accounts from a range of theories of gender and development.

Higher in the band, students 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 application of a range of different perspectives on development to the issue of gender or
- greater knowledge and understanding of socio-political aspects of the processes and debates or
- greater knowledge and understanding of the ideological nature of some aspects of the debates.

NB: Students 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).

Sources may include: Boserup; Leonard; Ehrenreich and Hochschild; Bales; Van der Gaag; Adamson; Shiva; Mohanty; Cohen and Kennedy; Mies; Steinem; Frank; Rostow.

Note: Refer to General Mark Scheme B for AO2 marks

(18 marks)

Section C: Mass Media

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

Identify and briefly explain **three** ways in which the mass media may contribute to 'cultural imperialism'. *(9 marks)*

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

- the global spread of programming
- the internet spreading western values
- advertising and fashion spreading global brands
- posing a challenge to controls traditionally held by governments
- satellite TV
- the spread of western popular music
- the growth of transnational media corporations
- the growth of new media.

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

- the global spread of programming: globalisation has facilitated the rapid spread of programmes from the large producers, such as the United States and India, to less commercially developed consumer countries.
- the internet spreading western values: the internet has opened up access to communication and information across the world and the main drivers of this expansion have been western companies such as Microsoft, Google.
- advertising and fashion spreading global brands: goods of all sorts today are marketed to conform to global brands. Companies such as Nike and Adidas use the mass media to promote their products on a global stage.

One mark only for each of **three** partially satisfactory answers, such as it is linked to advertising or it is to do with transnational corporations.

1 0

Using material from **Item C** and elsewhere, assess the role of the mass media in the representation of gender. *(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 women and the mass media. Knowledge may be flawed and there will be little evidence that the student 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 student may present some limited knowledge on gender and the mass media. 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 one or two studies on gender and the media, or a limited discussion on stereotyping.

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 representation of gender in the mass media. There may be a tendency to present material in a list-like manner, for example describing some examples of gender stereotyping. Alternatively, students may consider the views from two or more different theoretical perspectives.

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 representation of gender in the mass media. Material will be drawn from the Item and elsewhere. This may include concepts and issues such as: ideology; patriarchy; economic, physical, social and organisational constraints; media ownership; influence of the new media; hegemony; stereotyping; glass ceilings; power; social construction; cult of femininity; male gaze; beauty myth. Sources may include: Tuchman et al; Gallagher; Ferguson; Gilmore; McRobbie; Wolf; Orbach; Hamilton and Waller; Tebbel; Wilkinson; Gill; Easthope; Mort.

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

1 1

'The new media have taken control of media content away from the owners and editors and placed it in the hands of the users.'

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, students will present an answer based on very limited knowledge and understanding of the new 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 student has understood either the question or the material in response to it. At this level answers might include:

- isolated or disjointed statements about the new media or
- some flawed material on media theories.

Higher in the band, students will present knowledge on the media that is incomplete or flawed. However, students' 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 evidence related to different forms of new media or
- some incomplete or flawed account from theories of the mass media.

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

Lower in the band, students 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 brief list of factors related to different forms of new media or
- brief, descriptive and accurate accounts of one or two studies of the relationships between the media and their users or
- outlines of one or two theories of the mass media with relevance to the question left largely implicit.

Higher in the band, students 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 only theoretical aspects of the question. At this level answers might include:

- a more developed list of evidence related to different forms of new media, but with a limited theoretical structure or

- a largely accurate and more developed list of studies of the relationships between the media and their users but with a limited theoretical structure or
- a coherent and broadly accurate account from two or more theories of the media, content and control, with relevance to the new media made explicit.

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

Lower in the band, students will demonstrate an increasingly accurate and detailed knowledge and understanding of both the theoretical and empirical aspects of the question and of the links between them. However, answers may show less balance between empirical and theoretical material or in the attention paid to different aspects of the question. Concepts and issues such as convergence, compression, interactivity, global village, social interaction, media imperialism, digital divide, collective intelligence, domination, elite power, popular culture, hegemony, ideology, consumer sovereignty, competition, blogging, tweeting, cultural pessimists and neophiliacs will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of evidence relating to different forms of new media, but still with some limitations in the theoretical structure or
- more developed and broadly accurate accounts of studies of the relationships between the media and their users, but still with some limitations in the theoretical structure or
- more coherent and broadly accurate accounts from a range of theories of the media, content and control.

Higher in the band, students 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 aspects of the relationship between the new media and their users or
- greater knowledge and understanding of global aspects of the debates or
- greater knowledge and understanding of the ways in which the new media might change the nature of sociological debates.

NB: Students 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).

Sources may include: Curran and Seaton; Strinati; Garrod; Boyle; McLuhan; Cornford and Robins; Itzoe; Jenkins; Li and Kirkup.

Note: Refer to General Mark Scheme B for AO2 marks

(18 marks)

1	2	Assess the view that the owners of mass media corporations control media output and serve mainly ruling-class interests. (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, students will present an answer based on very limited knowledge and understanding of the mass media and ownership 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 student has understood either the question or the material in response to it. At this level answers might include:

- isolated or disjointed statements about ownership of different aspects of the media or
- some flawed material from theories of the mass media.

Higher in the band, students will present knowledge on the mass media, ownership and control that is incomplete or flawed. However, students' 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 evidence relating to ownership of different aspects of the media or
- incomplete or flawed accounts from theories of the mass media.

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

Lower in the band, students 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 brief list of factors related to ownership and/or control of different aspects of the media or
- brief, descriptive and accurate accounts of one or two studies of ownership and control of the mass media or
- outlines of one or two theories of the mass media, with relevance to the question left largely implicit.

Higher in the band, students will present a fuller though possibly still unbalanced response to the question. Answers may still be somewhat descriptive or narrowly focused, for instance dealing predominantly with only one perspective or one study of the media and ownership and control. At this level answers might include:

- a more developed list of factors related to ownership and/or control of different aspects of the media, but with a limited theoretical structure or

- a largely accurate and more developed list of studies of media ownership and control but with a limited theoretical structure or
- a coherent and broadly accurate account from two or more theories of the mass media, with relevance to ownership and control made explicit.

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

Lower in the band, students will demonstrate an increasingly accurate and detailed knowledge and understanding of both the theoretical and empirical aspects of the question and of the links between them. However, answers may show less balance between empirical and theoretical material or in the attention paid to different aspects of the question. Concepts and issues such as hegemony, ideology, ideological state apparatus, domination, agenda-setting, gate-keeping, market forces, news values, pluralism, neo-liberalism, manipulation and instrumentalism will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of evidence relating to ownership and/or control of different aspects of the media, but still with some limitations in the theoretical structure or
- more developed and broadly accurate accounts of studies of media ownership and control, but still with some limitations in the theoretical structure or
- more coherent and broadly accurate accounts from a range of theories of the mass media, with relevance to ownership and control made explicit.

Higher in the band, students 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 media outputs and ownership structures or
- greater knowledge and understanding of the complexity of the relationship between ownership of the mass media and issues of control or
- greater knowledge and understanding of the impact of globalisation on the debates.

NB: Students 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).

Sources may include: Bagdikian; Miliband; Marx; Gramsci; Doyle; Curran; Whale; Tunstall and Palmer.

Note: Refer to General Mark Scheme B for AO2 marks

(18 marks)

Section D: Power and Politics

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

Identify and briefly explain **three** reasons why women tend to be under-represented in elected political offices. *(9 marks)*

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

- prejudice/discrimination by men
- work patterns not attractive to women
- lack of role models
- voter resistance
- many women put family duties first
- some women may be put off political office believing it to be male-dominated and unattractive to them because of that.

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

- prejudice/discrimination by men: many of the selection committees and/or posts where the power of student appointment rests are controlled/held by men who might be prejudiced against appointing women.
- work patterns not attractive to women: the hours worked by many elected officers are often long and/or anti-social and not favoured by some women who might prefer to work more regular office hours.
- lack of role models: there is a self-fulfilling element in that the fewer women who get elected then the fewer role models there are to encourage other women to follow.

One mark only for each of **three** partially satisfactory answers, such as it is to do with discrimination or it is to do with role models.

1 4

Using material from **Item D** and elsewhere, assess the view that ‘many people today have very little interest in politics’ (**Item D**, 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 knowledge and/or understanding.

Lower in the band, one or two very limited points may be made on politics and/or political participation. Knowledge may be flawed and there will be little evidence that the student 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 student may present some limited knowledge on politics and/or political participation. 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 one or two political issues that seem to have mass interest, a brief list of some examples of topical issues, or a descriptive summary of factors related to voting behaviour and political support.

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 political participation and support. There may be a tendency to present material in a list-like manner, for example describing two or three political issues that seem to have mass interest. Alternatively, students may list reasons for a perceived decline in interest in politics.

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 political participation, interest and support. This may be linked to evidence on voting behaviour, pressure and interest groups, party membership and/or new social movements. Material will be drawn from the Item and elsewhere. This may include concepts and issues such as: social class; partisan dealignment; instrumental voting; secular voting; deviant voting; identity politics; individualism; voter apathy; disillusionment; direct action; promotional and protective pressure groups; positive abstention. Sources may include: Dahl; Newton; Grant; Moore; Crewe; Campbell and Winters; Park; Norris; Giddens; Callinicos; Klein; Hallsworth; Heath et al; Crewe and Thompson.

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

1 | 5

'The role of political parties has changed over the past 30 years or so and in many ways they have declined in importance.'

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, students will present an answer based on very limited knowledge and understanding of the political system and/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 student 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 aspects of the political system or
- some flawed material from theories of political participation.

Higher in the band, students will present knowledge on political parties and/or political processes that is incomplete or flawed. However, students' 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 functions of political parties 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, students 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:

- undeveloped lists of evidence relating to functions of political parties or
- brief, descriptive and accurate accounts of studies of political parties or
- outlines of one or two theories of political participation, with relevance to the question left largely implicit.

Higher in the band, students 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 based on voting and support but ignoring other aspects. At this level answers might include:

- more developed lists of evidence relating to functions of political parties, but with a limited theoretical structure or

- more developed accounts of studies of political parties, but with a limited theoretical structure or
- a coherent and broadly accurate account from two or more theories of 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, students will demonstrate an increasingly accurate and detailed 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 and issues such as voter apathy, individualism, left-wing, right-wing, salariat, consumption cleavages, political literacy, policy-making, identity politics, party organisation, ideology, pressure group, interest group and new social movements will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of evidence relating to political parties, but still with some limitations in the theoretical structure or
- more developed and broadly accurate accounts of studies of political parties, but still with some limitations in the theoretical structure or
- more coherent and broadly accurate accounts from a range of theories of political participation and with clear links to the question.

Higher in the band, students 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/or show:

- greater knowledge and understanding of party politics today or
- greater knowledge and understanding of the impact of globalisation on political organisations today or
- greater knowledge and understanding of political party systems from other societies.

NB: Students 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).

Sources may include: Hallsworth; Grant; Giddens; Callinicos; White, Bruce and Ritchie; Campbell and Childs; Park; Furlong and Cartmel; Storr; Faulks.

Note: Refer to General Mark Scheme B for AO2 marks

(18 marks)

1 6

'All societies have elites. Some elites are simply more coherent and organised, and gain more power than others.'

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, students will present an answer based on very limited knowledge and understanding of elites and/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 student has understood either the question or the material in response to it. At this level answers might include:

- isolated or disjointed statements about elites or
- some flawed material on sociological perspectives on the distribution of power.

Higher in the band, students will present knowledge on elites that is incomplete or flawed. However, students' 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 evidence relating to elites or
- some incomplete or flawed account from theories of power.

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

Lower in the band, students 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 brief list of factors related to the existence of elites or
- brief, descriptive and accurate accounts of one or two studies of elites or
- outlines of one or two theories of elite formation and power, with relevance to the question left largely implicit.

Higher in the band, students 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 perspective or presenting an answer based solely on theoretical perspectives. At this level answers might include:

- a more developed list of factors relating to the formation and/or existence of elites, but with a limited theoretical structure or

- a largely accurate and more developed list of elites, but with a limited theoretical structure or
- a coherent and broadly accurate account from two or more theories of elite formation and power, with relevance to the question made explicit.

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

Lower in the band, students will demonstrate an increasingly accurate and detailed knowledge and understanding of both the theoretical and empirical aspects of the question and of the links between them. However, answers may show less balance between empirical and theoretical material or in the attention paid to different aspects of the question. Concepts and issues such as hegemony, bio-power, patriarchy, meritocracy, non-decision making, accountability, oligarchy, circulation of elites, capitalism, power elite and Weltanschauung will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of factors relating to the formation and existence of elites, but still with some limitations in the theoretical structure or
- more developed and broadly accurate accounts of studies of elites, but still with some limitations in the theoretical structure or
- more coherent and broadly accurate accounts from a range of theories of elite formation and power.

Higher in the band, students 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 evidence on elites or
- greater knowledge and understanding of global influences on access to and control of power in societies today or
- greater knowledge and understanding of comparative material to illustrate aspects of elite formation and control.

NB: Students 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).

Sources may include: Marx; Giddens; Wright Mills; Moore; Phillips; Pareto; Lukes; Miliband; Scott; Poulantzas; Edinger and Searing; Toynbee and Williams; Michels; Williams.

Note: Refer to General Mark Scheme B for AO2 marks

(18 marks)

General Mark Scheme A

(Questions

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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, students 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 student has understood either the question or the material in response to it.

Higher in the band, students will present knowledge on the topic that is incomplete or flawed. However, students' 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, students 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, students 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, students' 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 2012****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)Students 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

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)Students 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

* 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)

Students 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)

Students 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

Converting Marks into UMS marks

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.

UMS conversion calculator www.aqa.org.uk/umsconversion