

Version 1.0



**General Certificate of Education  
January 2013**

**Sociology** **2191**

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

**Unit 3**

**Final**

***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.

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**SECTION A: BELIEFS IN SOCIETY**

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

Identify and briefly explain **three** ways in which women may be disadvantaged by religion today. *(9 marks)*

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

- religious organisational hierarchies are still male dominated
- religious texts reinforce patriarchy
- some religions have segregation of men and women at worship
- some religions do not allow women to become priests
- women are seen as polluted.

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

- religious organisational hierarchies are still male dominated: despite moves towards more equality in some religions, eg the Church of England, many religions still have male domination in holding offices within the organisational hierarchy.
- religious texts reinforce patriarchy: it is argued by some feminists that many religious texts are written from a male point of view and reinforce women's subordinate position.
- some religions have segregation of men and women at worship: some religions, for instance the orthodox Jewish religion, do not permit women to participate fully in some religious ceremonies.

**One** mark only for each of **three** partially satisfactory answers, such as lack of full participation.

0 2

Using material from **Item A** and elsewhere, assess the view that religion no longer acts as a 'shared universe of meaning' for people today. (18 marks)

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

**0** No relevant points.

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

**Lower in the band**, one or two very limited points may be made on the functions of religion. 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 the functions of religion. 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 ways in which people use religion today.

**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 role of religion as a shared universe of meaning today. There may be a tendency to present material in a list-like manner, for example describing a number of functions of religion, or alternatively, students may present slightly fuller and more developed accounts from two or more of the perspectives on the role of religion with the question left largely implicit.

**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 data and perspectives on religion as a shared universe of meaning today. Material will be drawn from Item A and elsewhere. This may include concepts and issues such as: secularisation; theodicy; fundamentalism; spiritual shopping; metanarrative; lifestyle; patriarchy; oppression; pick and mix religion; New Age movements; disenchantment; globalisation; social solidarity; anomie; religious pluralism and religion as compensator. Sources may include Heelas; Bruce; Glock and Stark; Berger; Berger and Luckmann; Stark and Bainbridge; Weber; Lyotard; Barker; Davie; Lynch; Roof; Durkheim, etc.

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

0 3

Assess the view that religion inhibits social change.

(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 and/or social change 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 social change or
- some flawed material on functions of religion.

**Higher in the band**, students will present knowledge on religion and/or social change 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 social change or
- some incomplete or flawed accounts of theories of functions and/or influence of religion.

**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 relating to social change and religion or
- brief, descriptive and accurate accounts of one or two case studies of the influence of religion on social change, for instance liberation theology or
- outlines of one or two theories of religious influence on social change, for example Marxist and feminist.

**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 the prevention of social change. At this level answers might include:

- a more developed list of factors related to social change and religious belief and practice, but with a limited theoretical structure or

- a largely accurate and more developed list of studies of the influence of religion on social change, but with a limited theoretical structure or
- a coherent and broadly accurate account from two or more theories of religious influence on social change.

**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 self-spirituality, fundamentalism, liberation theology, ascetic religion, predestination, patriarchy, consensus, capitalism, hegemony, millenarian movements, principle of hope and the New Christian Right will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of factors related to social change and religious ideologies, belief and practice, but still with some limitations in the theoretical structure or
- more developed and accurate accounts of studies of the influence of religion on social change, but still with some limitations in the theoretical structure or
- more coherent and accurate accounts from a range of theories of different ideological and religious influences on social change.

**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 the influence of ideologies and religious beliefs or
- greater knowledge and understanding of the problematic nature of measuring the influences of religious and non-religious ideologies in society today.

**Note:** 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: Bauman; Bibby; Billings; Bloch; Bruce; Davie; Engels; Giddens; Gramsci; Lehmann; Lowy; Maduro; Marx; Voas and Crocket; Wilson, etc.

**Note: refer to General Mark Scheme B for AO2 marks**

**(18 marks)**



0 4

Evaluate the role of New Age movements 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**, students will present an answer based on very limited knowledge and understanding of different religious and spiritual organisations 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 New Age or new religious movements or
- some flawed material on one or more theories of religion.

**Higher in the band**, students will present knowledge on religious/spiritual 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 descriptive list of some New Age or new religious movements or
- some incomplete or flawed accounts of theories of religion.

**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 relating to the growth of New Age and/or new religious movements or
- brief, descriptive and accurate accounts of one or two studies of New Age movements 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 only with cults. At this level answers might include:

- a more developed list of factors related to the growth of New Age and new religious movements but with a limited theoretical structure or

- a largely accurate and more developed list of studies of New Age movements, but with a limited theoretical structure or
- a coherent and broadly accurate account from two or more theories of religion, 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, for instance, making very limited reference to empirical material from society today. Concepts and issues such as marginality, relative deprivation, schism, new religious movement, world-affirming, world-rejecting, world-accommodating, conversionist, Adventist, New Age, anomie, inner and outer world, organismic deprivation, holistic milieu and globalisation will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of factors related to the role of New Age, but still with some limitations in the theoretical structure or
- more developed and accurate accounts of studies of New Age movements, but still with some limitations in the theoretical structure or
- more coherent and accurate accounts from a range of theories of religion, with issues related to the development of New Age movements 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 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 New Age movements or
- greater knowledge and understanding of global aspects of the debates and comparative empirical material or
- greater knowledge and understanding of the role of New Age movements in society in relation to a range of different social groups.

**Note:** 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: Barker; Bird; Bruce; Drane; Glock and Stark; Haddon and Long; Heelas; Hervieu-Léger; Stark and Bainbridge; Troeltsch; Wallis; Weber.

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

**(18 marks)**

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**SECTION B: GLOBAL DEVELOPMENT**

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

Identify and briefly explain **three** ways in which women may be disadvantaged in the process of development today. *(9 marks)*

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

- lack of access to capital
- political exclusion
- traditional family roles still dominate
- patriarchal attitudes predominate
- aid controlled by men
- rape as weapon of control in conflicts.

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

- lack of access to capital: it is the case in many developing countries that women cannot access capital and are therefore disadvantaged in business and commerce.
- political exclusion: in many developing countries women do not have equal rights – eg to vote or stand in elections – and are excluded from or marginalised in the political system.
- traditional family roles still dominate: in many developing countries traditional roles are the norm and women are expected to look after the home and children rather than be involved in politics or business.

**One** mark only for each of **three** partially satisfactory answers, such as capital is needed to succeed.

0 6

Using material from **Item B** and elsewhere, assess the view that global population growth is becoming 'out of control'. *(18 marks)*

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

**0** No relevant points.

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

**Lower in the band**, one or two very limited points may be made on population and development. 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 the relationship between population growth and development. 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 a demographic case study, a limited collection of data on the factors affecting demographic variables, or an outline of Malthusian theory.

**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 relationship between population growth and development. There may be a tendency to present material in a list-like manner, for example giving several brief and somewhat undeveloped points on factors linked to population growth, or, alternatively, students may give descriptive outlines of two or more case studies on demographic change, or develop alternative perspectives to Malthusian, for example neo-Malthusian.

**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 data and perspectives on population and development. Material will be drawn from Item B and elsewhere. This may include concepts and issues such as: traditional cultures; deforestation; desertification; New Barbarism; eco-feminism; ecological footprints; agricultural intensification and demographic transition. Sources may include Malthus; Kaplan; Hewitt and Smyth; Ehrlich; Harff and Gurr; Vittachi; Andre and Platteau; Boserup; Thompson; Notestein; Cohen and Kennedy, etc.

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

0 7

'Development often leads to increased inequality, and increased inequality inevitably leads to wars and conflicts.'

To what extent do sociological arguments and evidence support this view of development 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**, students will present an answer based on very limited knowledge and understanding of development issues in the world today 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 wars and/or conflicts or
- some flawed material from theories of development.

**Higher in the band**, students will present knowledge on development issues in the world today 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 development issues in the world today, such as inequality and/or wars and conflicts 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 issues in the world today or
- brief, but descriptive and accurate accounts of one or two studies of inequality and/or wars and conflicts 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 mainly with a single theory of development, such as dependency theory, or focusing on inequality and ignoring wars and conflicts. At this level answers might include:

- a more developed list of factors related to the benefits or drawbacks associated with development in the world today, but with a limited theoretical structure or
- a largely accurate and more developed list of studies of inequality, wars and conflicts, but with a limited theoretical structure or
- a coherent and broadly accurate account from two or more theories of development, 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 neo-colonialism, dependency, modernisation, globalisation, debt crises, terrorism, new wars, terms of trade, ethnic divisions, social cohesion, and patriarchy will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of factors related to development issues in the world today, including inequality, wars and conflicts, but still with some limitations in the theoretical structure or
- more developed and accurate accounts of studies of inequality, wars and conflicts, but still with some limitations in the theoretical structure or
- more coherent and accurate accounts from a range of theories, with relevance to inequality, wars and conflicts in the world today 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 issues stemming from development, including inequalities, wars and conflicts or
- greater knowledge and understanding of the complexity of development processes or
- greater knowledge and understanding of the internal and external political nature of many development issues.

**Note:** 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: Ayob; Beall; Brownmiller; Cohen and Kennedy; Collier; Duffield; Frank; Giddens; Hayter; Kaldor; Marx; Morgan; Rostow; Short; Sklair; Van Zeijl.

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

0 8

Assess the view that poor countries will always stay poor.

(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 relationship between development and poverty 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 poverty or
- some flawed material from theories of development.

**Higher in the band**, students will present knowledge on the relationship between development and poverty 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 poor countries 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 poor countries or
- brief, but descriptive and accurate accounts of one or two studies of inequality or poverty 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 describing factors causing or resulting from poverty. At this level answers might include:

- a more developed list of factors related to poor countries' issues but with a limited theoretical structure or
- a largely accurate and more developed list of studies of poverty and/or inequality, but with a limited theoretical structure or



- a coherent and broadly accurate account from two or more theories of development, with some explicit links to inequality and/or poverty.

**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 neo-colonialism, debt, aid and trade, exploitation, globalisation, transnational corporations, urbanisation, agribusiness, desertification, sustainable development, famine, centre and periphery, absolute and relative poverty, ethnocentrism, neo-liberalism and capitalism will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of factors related to poor countries' issues, but still with some limitations in the theoretical structure or
- more developed and accurate accounts of studies of poverty and inequality, but still with some limitations in the theoretical structure or
- more coherent and accurate accounts from a range of theories of development, with explicit links to issues linked to poverty and inequality.

**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 and issues for poor countries or
- greater knowledge and understanding of socio-political aspects of the processes and debates or
- greater knowledge and understanding of the global nature of many of the issues.

**Note:** 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: Burkey; Carmen; Chang; Cohen and Kennedy; Collier; Frank; Galeano; Hayter; Huntingdon; Marx; McKay; Wallerstein; Rostow; Wilkinson; Wilkinson & Pickett.

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

**(18 marks)**

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**SECTION C: MASS MEDIA**

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

Identify and briefly explain **three** ways in which women working in mass media organisations today are disadvantaged. *(9 marks)*

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

- women are appointed for their looks, not their intelligence or abilities
- glass ceilings predominate
- patriarchal attitudes still predominate in media corporations
- lack of role models
- men earn more than women
- older women are not recruited.

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

- women are appointed for their looks, not their intelligence or abilities: in many positions in the media looks seem to matter more than ability. For example, many women presenters are replaced as they grow older and it is thought that their looks are fading.
- glass ceilings predominate: many argue that there is a level of seniority/management that women simply do not reach as covert discrimination prevents them.
- patriarchal attitudes still predominate in media corporations: the cultures of many organisations are dominated by a male view of organisations and the world.

**One** mark only for each of **three** partially satisfactory answers, such as it is thought their looks fade as they age.

1 0

Using material from **Item C** and elsewhere, assess the view that the mass media represent many groups in stereotypical ways. *(18 marks)*

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

**0** No relevant points.

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

**Lower in the band**, one or two very limited points may be made on stereotyping 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 stereotyping 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 media presentation of women or youths, or a limited discussion on the process of 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 representation of two or more groups by the mass media. There may be a tendency to present material in a list-like manner, for example describing various examples of stereotyping, or, 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 data and perspectives on the representation of a range of groups by different branches of the mass media. Material will be drawn from Item C and elsewhere. This may include concepts and issues such as ideology; economic, physical, social and organisational constraints; influence of the new media; idealised families; stereotyping; social construction; minority ethnic groups; white eye; folk devils; moral panics; patriarchy; male gaze, etc. Sources may include: Williams; Tuchman; Brundsman; Anderson; Kibley; van Zomen; Van Djijs; Hall; Cohen; Young; Karpf; Cumberbatch and Negrine; Klein; O’Sullivan and Jewkes; Dyer; Butsch; etc.

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

1 1

'The mass media do not control their consumers; the consumers control the media.'

To what extent do sociological arguments and evidence support this view of the mass media 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 the mass media and/or their consumers 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 role of the mass media or
- some flawed material on media models.

**Higher in the band**, students will present knowledge of 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 aspects of the role of the mass media or
- some incomplete or flawed accounts of 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 aspects of the role of the mass media or
- brief, but descriptive and accurate accounts of one or two studies of the mass media, for example on advertising or
- outlines of one or two theories of the mass media with relevance to the question left largely implicit.

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**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 one area of consumer behaviour, such as politics. At this level answers might include:

- a more developed list of factors related to different aspects of the role of the mass media, but with a limited application to issues of media power and control or
- a largely accurate and more developed list of studies of the mass media but with limited application to issues of media power and control or
- a coherent and broadly accurate account from two or more theories of the media, 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 Ofcom, uses and gratifications, hypodermic syringe, two-step flow, selective perception, selective retention, desensitisation, catharsis, the uses and influence of the new media, digitalisation, interactivity, social media, democratisation, social construction, agenda setting and gate-keeping will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of factors related to different aspects of the role of the mass media, for example the influence of the new media, and with clearer application to issues of media power and control, but still with some limitations in the theoretical structure or
- more developed and accurate accounts of studies of the mass media, with clearer application to issues of media power and control, but still with some limitations in the theoretical structure or
- more coherent and accurate accounts from a range theories of the media, with relevance to both aspects of the question 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 aspects of the role of the mass media, including the new media or
- greater knowledge and understanding of global aspects of the debates or
- greater knowledge and understanding of the complex and changing relationship between the mass media and their consumers.

**Note:** 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: Buckingham; Cohen; Cumberbatch; Dworkin; Gerbner; Katz and Lazarsfield; Klapper; McCabe and Martin; Orbach; Philo; Strinati; Wolf; Wood; Young.
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**Note:** Refer to General Mark Scheme B for AO2 marks **(18 marks)**

1   2	Assess the view that the mass media are helping to create a single global popular culture. (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 popular culture rather than based on sociological arguments or evidence. There will be only a peripheral link to the question. At this level there will be little evidence that the student has understood either the question or the material in response to it. At this level answers might include:

- isolated or disjointed statements about popular culture or
- some flawed material from theories on the mass media.

**Higher in the band**, students will present knowledge on the mass media and the popular culture 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 popular culture or
- some incomplete or flawed accounts of theories on 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 popular culture or
- brief but descriptive and accurate accounts of one or two studies of globalisation and the 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 popular culture. At this level answers might include:

- a more developed list of factors related to globalisation and popular culture, but with a limited theoretical structure or
- a largely accurate and more developed list of studies of globalisation and the production of culture, 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 globalisation and popular culture 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 compression, convergence, cultural pessimists, high culture, dumbing down, cultural imperialism, globalisation, choice, diversity, cultural homogenisation, glocal, neophiliacs, mass culture, cocacolonisation and participatory culture will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of factors related to globalisation and popular culture, but still with some limitations in the theoretical structure or
- more developed and accurate accounts of studies of globalisation and the production of culture, but still with some limitations in the theoretical structure or
- more coherent and accurate accounts from a range of theories of the mass media, with relevance to globalisation and popular culture 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 comparative material on the mass media and popular culture or
- greater knowledge and understanding of the complexity of the relationship between the mass media and the production of culture or
- greater knowledge and understanding of the impact of new media on the debates.

**Note:** 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: Boyle; Cornford and Robins; Curran and Seaton; Fenton; Flew; Giddens; Harvey; Jenkins; Marcuse; Marx; Strinati.

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

**(18 marks)**



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**SECTION D: POWER AND POLITICS**

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

Identify and briefly explain **three** ways in which women are disadvantaged in politics today. *(9 marks)*

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

- women are under-represented in parliament
- few women reach high political office
- men dominate selection panels
- political work is anti-family
- lack of role models.

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

- Women are under-represented in parliament: the majority of MPs and cabinet ministers are men. The proportion of women MPs does not match their proportion in the wider population.
- Few women reach high political office: globally the leaders of most states are male. There are a few countries that have women leaders – eg Germany, Australia, Argentina – but these are very much in a minority.
- Men dominate selection panels: with far more men than women on selection panels women have a more difficult task to be selected as a political candidate as traditionally men have tended to discriminate in favour of male candidates.

**One** mark only for each of **three** partially satisfactory answers, such as women have home commitments.

1 4

Using material from **Item D** and elsewhere, assess the view that there are more effective ways to bring about social change than by voting in elections. (18 marks)

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

**0** No relevant points.

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

**Lower in the band**, one or two very limited points may be made on voting and/or politics today. 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 politics today and ways of bringing about social change. 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 issues related to the declining participation in elections or a descriptive summary of one or two examples of alternative ways of bringing about social change, for instance by direct action.

**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 action today. There may be a tendency to present material in a list-like manner, for example describing two or three issues related to the apparent decline of interest in elections. Alternatively, students may focus on social change, for example through pressure group activity, with only limited explicit linkage to the question.

**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 and action today. This may be linked, for example, to evidence on voting behaviour, pressure group activity, globalisation and/or new social movements. Material will be drawn from Item D and elsewhere. This may include concepts and issues such as: democratisation; the Arab spring; revolution; new social movements; pressure groups; interest groups; pluralism; direct action; the role of the mass media; the new media; the image of politicians; lobbyists; bribery and corruption; remoteness; perceptions of social change; gender factors; globalisation; social networks revolution, etc. Sources may include: Crewe; Butler and Kavanagh; Marshall; Heath et al; Childs and Campbell; Park; Wilson and Mulgan; Hallsworth; Morgan; Diani; Hetherington; Touraine; Marcuse; Crook et al; Scott; Faulks; Melucci; Gramsci, etc.

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

1 | 5

Assess the view that states are becoming less and less significant in global politics.  
(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 states or global politics 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 the state and/or global politics or
- some flawed material from theories of the state.

**Higher in the band**, students will present knowledge on states or global politics 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 state and/or global politics or
- some incomplete or flawed accounts of theories of the state.

**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:

- a brief list of factors relating to the state and/or global politics or
- brief, but descriptive and accurate accounts of studies of states and/or global politics or
- outlines of one or two theories of the state, 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 providing an account based on descriptions of events relating mainly to the United Kingdom, or focusing almost exclusively mainly on one aspect of the question at the expense of the other. At this level answers might include:

- more developed lists of factors relating to the state and global politics, but with a limited theoretical structure or
- more developed accounts of studies of states and global politics, but with a limited theoretical structure or

- a coherent and broadly accurate account from two or more theories of the state 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 ideology, relative autonomy, authoritarian populism, reflexivity, ‘nanny state’, third way, globalisation, localism, devolution, nationalism, separatism, transnational corporations, supranational organisations, global capitalism, paternalism, privatisation, legitimate authority, social control, honest broker. Marxist, pluralist and elitist theories will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of factors related to the state and global politics, but still with some limitations in the theoretical structure or
- more developed and accurate accounts of studies of states and global politics, but still with some limitations in the theoretical structure or
- more coherent and accurate accounts from a range of theories of the state 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 the state and global politics today or
- greater knowledge and understanding of the impact of globalisation on states today or
- greater knowledge and understanding of comparative material on the role of the state in global politics today.

**Note:** 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: Abercrombie and Warde; Dahl; Engels; Giddens; Gramsci; Hall and Jefferson; Held; Hirst; Jessop; Marx; Murray; Nordlinger; Poulantzas; Sklair; Skocpol; Westergaard.

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

**(18 marks)**

1 6

'People today vote in their own self-interest, not to show class or party allegiance.'

To what extent do sociological arguments and evidence support this view of voting behaviour 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 political participation 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 student has understood either the question or the material in response to it. At this level answers might include:

- isolated or disjointed statements about voting behaviour or
- some flawed material on sociological perspectives on political participation.

**Higher in the band**, students will present knowledge on political participation and/or voting behaviour 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 voting behaviour or
- some incomplete or flawed account from 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 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 voting behaviour or
- brief, but descriptive and accurate accounts of one or two studies of political participation and/or voting behaviour 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 though possibly still unbalanced response to the question. Answers may still be somewhat descriptive or narrowly focused, for instance dealing with only one aspect relating to voting behaviour, eg social class, or presenting an answer based mainly on a two-party politics model with minimal reference to evidence from recent elections. At this level answers might include:

- a more developed list of factors related to voting behaviour today, but with a limited theoretical structure or
- a largely accurate and more developed list of studies on political participation and/or voting behaviour with some explicit links to motivation, but with a limited theoretical structure or
- a coherent and broadly accurate account from two or more theories of political participation, 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, patriarchy, right wing, left wing, social democratic, class alignment, subjective class, partisan alignment, psephology, instrumental and expressive voting, consumption cleavages, salariat, voter apathy, tactical voting, nationalism, populism, embourgeoisement and floating voters will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of factors relating to the motives behind voting behaviour today, but still with some limitations in the theoretical structure or
- more developed and accurate accounts of studies of political participation and voting behaviour today, but still with some limitations in the theoretical structure or
- more coherent and accurate accounts from a range of theories of political participation and voting behaviour, with explicit focus on the motivation for voting today.

**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 material on political participation and voting behaviour or
- greater knowledge and understanding of effective alternatives to voting in bringing about social change or
- greater knowledge and understanding of the uncertainties surrounding evidence on voting behavior and individual motivation.

**Note:** 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: Butler and Stokes; Childs and Campbell; Crewe; Crewe and Thompson; Furlong and Cartmel; Heath et al; Henn et al; Marshall; Norris; Park; Sarlvick and Crewe.

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

**(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 0 3 , 0 4 , 0 7 , 0 8 , 1 1 , 1 2 , 1 5 , 1 6 )

### 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 2013****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)**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
<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)**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
<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)**

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
<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)**

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

\* AO2 (a) = Interpretation and Application

\* AO2 (b) = Analysis and Evaluation