

GCE

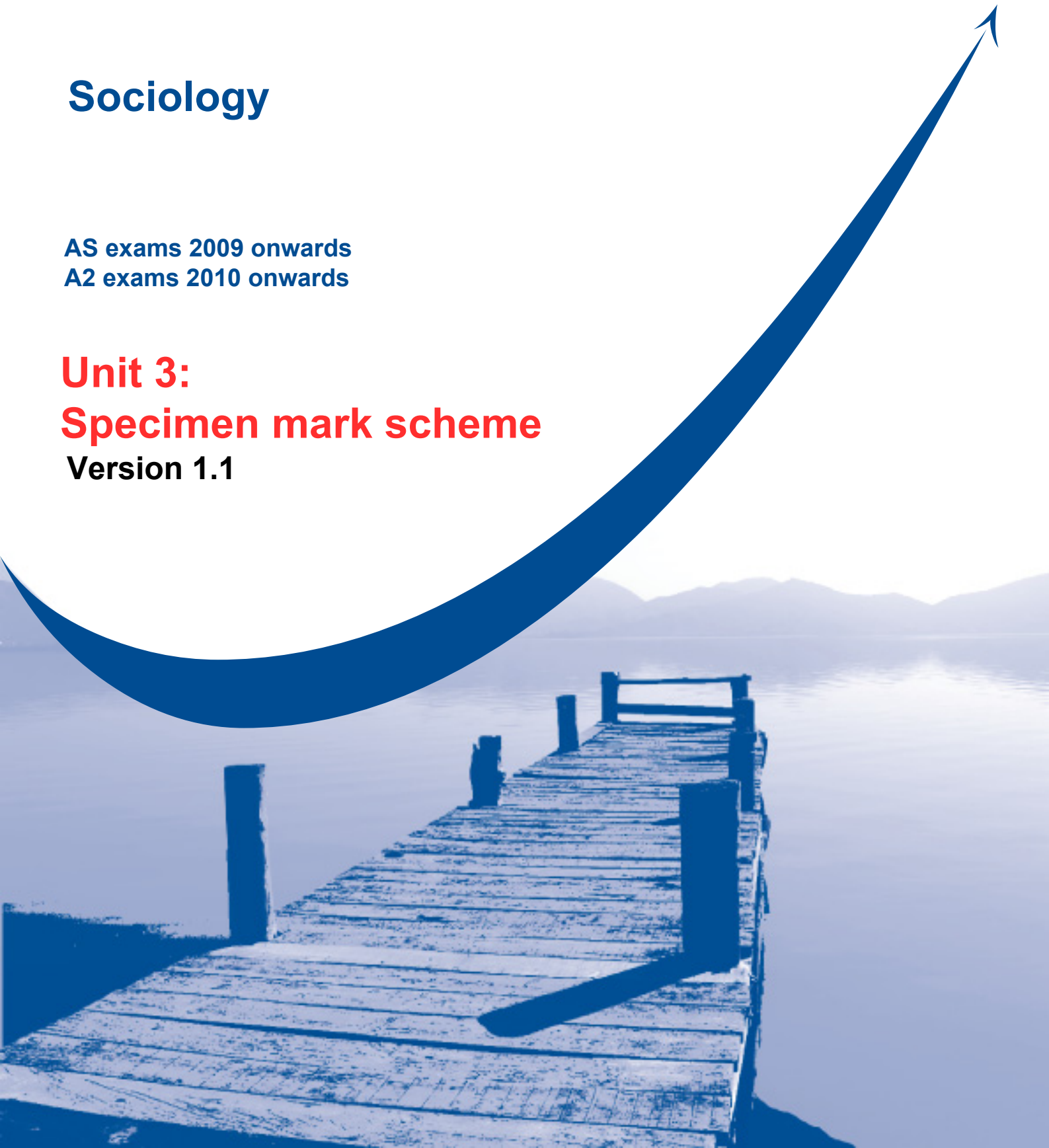
AS and A Level

## Sociology

AS exams 2009 onwards

A2 exams 2010 onwards

### **Unit 3:** **Specimen mark scheme** **Version 1.1**





**General Certificate of Education**

**Sociology 2190**

**Specimen Unit 3 SCLY3**

**Mark Scheme**

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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## QUALITY OF WRITTEN COMMUNICATION

Where candidates are required to produce extended written material in English, the scheme of assessment must make specific reference to the assessment of the quality of written communication. Candidates must be required to:

- ensure text is legible, and spelling, grammar and punctuation are accurate, so that meaning is clear
- select and use a form and style of writing appropriate to purpose and complex subject matter
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate.

The assessment criteria for quality of written communication apply to the assessment of the questions indicated below. The following criteria should be applied in conjunction with the mark schemes (the general mark scheme and the question specific mark scheme).

The quality of written communication bands must be regarded as integral to the appropriate mark scheme band even though they are listed separately in the mark scheme. Examiners should note that, in the assessment of candidates' sociological knowledge and skills, the assessment of the Quality of Written Communication will be judged through the assessment of the clarity and appropriateness of the sociological material presented.

### **Questions 1 (b), 4 (b), 7 (b), 10 (b) (refer to AO2 marks)**

**In the 1 – 4 band**, candidates' answers are likely to be characterised by the poor logical expression of ideas and the use of a limited range of conceptual terms, perhaps often used imprecisely and/or inaccurately. Spelling, punctuation and grammar may show serious deficiencies and frequent errors, perhaps impairing the intelligibility of significant parts of the answer.

**In the 5 – 8 band**, candidates' answers are likely to be characterised by the fair to good logical expression of ideas and the competent use of a reasonable range of conceptual terms. Spelling, punctuation and grammar will be of a reasonable standard. Commonly used words and sociological terms will generally be spelt correctly. There may be minor errors of punctuation and grammar, but these will not seriously impair the intelligibility of the answer.

**In the 9 – 12 band**, candidates' answers are likely to be characterised by the very good to excellent logical expression of ideas and the precise use of a broad range of conceptual terms. Spelling, punctuation and grammar will be of a very good to excellent standard. Commonly and less commonly used words and sociological terms will almost always be spelt correctly. Meaning will be clear throughout.

## INDICATIVE CONTENT AND RESEARCH IN THE MARK SCHEMES

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

**Questions 2, 3, 5, 6, 8, 9, 11, 12**

**In the 1 – 5 band**, candidates' answers are likely to be characterised by the poor logical expression of ideas and the use of a limited range of conceptual terms, perhaps often used imprecisely and/or inaccurately. Spelling, punctuation and grammar may show serious deficiencies and frequent errors, perhaps impairing the intelligibility of significant parts of the answer.

**In the 6 – 11 band**, candidates' answers are likely to be characterised by the fair to good logical expression of ideas, and the competent use of a reasonable range of conceptual terms. Spelling, punctuation and grammar will be of a reasonable standard. Commonly used words and sociological terms will generally be spelt correctly. There may be minor errors in punctuation and grammar but these will not seriously impair the intelligibility of the answer.

**In the 12 – 15 band**, candidates' answers are likely to be characterised by the very good to excellent logical expression of ideas and the precise use of a broad range of conceptual terms. Spelling, punctuation and grammar will be of a very good to excellent standard, with commonly and less commonly used words and sociological terms almost always spelt correctly. Meaning will be clear throughout.

**1 (a) (i) Identify and briefly explain **two** reasons why women seem to have a higher participation rate in religion than that of men. (6 marks)**

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

- religion was traditionally seen as an extension of their familiar or maternal role
- more women may be on their own as they grow older and may turn to religion
- as society has changed men have turned away from organised religion
- religion links women with networking with the community
- women might be more spiritual or religious.

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

- Religion was traditionally seen as an extension of their familiar or maternal role: this view relates to the traditional view of women being seen as carers and looking after their family and linking religion and going to church as one aspect of that role.
- More women may be on their own as they grow older and may turn to religion: women have a longer life expectancy and many, when widowed, may turn to religion for comfort and support.
- As society has changed men have turned away from organised religion: changes in society, for instance to patterns of work and leisure, may have resulted in more men dropping out of organised religion, for instance going to church on Sundays.

**One** mark only for each of **two** partially appropriate explanations.

**1 (a) (ii) Identify and briefly explain **one** reason why people from some ethnic minorities seem to have a higher participation rate in religion than other social groups. (3 marks)**

**One** mark for an appropriate reason identified such as:

- religion may provide community functions
- people may have religious belief as something carried over from a previous culture
- religion may be linked to cultural defence
- the practice may be apparent, not real.

**Two** further marks for a satisfactory explanation such as:

- Religion may provide community functions: religious organisations may have significance in the community to provide social network functions – e.g. reinforcing the identity of a community.
- People may have religious belief as something carried over from a previous culture: research from sociologists such as Herberg has shown that for some newly immigrant groups maintaining their existing religion is an important element in their cultural life.
- Religious activity may be linked to the maintenance of a previous culture: people may return to old religious beliefs as part of discovering their heritage.

**One** mark only for a partially appropriate explanation.

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| <p><b>1</b> (b) Using material from <b>Item A</b> and elsewhere, assess the reasons why young people seem to participate in religious activity far less than do older generations.</p> <p style="text-align: right;"><i>(18 marks)</i></p> |
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**A01: 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 commonsensical points may be made on church attendance or the attitudes of the young. Knowledge may be flawed and there will be little evidence that the candidate has understood either the question or the material in response to it.

**Higher in the band**, there will be a limited understanding of the demands of the question set. The candidate may present some limited knowledge on religious beliefs and 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 account of a limited amount of sociological material on generational differences in and spiritual beliefs in participation.

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

**Lower in the band**, answers will show a reasonable knowledge and understanding of some sociological material on generational differences in spiritual beliefs and participation. There may be a tendency to present material in a list-like manner, for example describing two or three studies of religious participation.

**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 generational differences in spiritual beliefs and participation. This may include concepts and issues such as the following: privatisation of belief, believing without belonging, secularisation, individuation, desacrilisation, socialisation, changing leisure and social patterns, the role of religious belief in schools, aspects of multiculturalism. Sources may include Bruce, Wilson, Martin, Davie, Baker, Heelas, Bauman, Lyotard, Bellah, Wallis.

**A02: 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.

**2** Assess the view that cults, sects and New Age movements are fringe organisations that are inevitably short-lived and of little influence in contemporary society. (33 marks)

**AO1: Knowledge and Understanding**

**(15 marks)**

**0** No knowledge or understanding relevant to the set question.

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

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

At this level answers might include:

- isolated or disjointed statements about sects, cults or New Age movements or,
- some flawed material from theories of religion.

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

At this level answers might include:

- a brief list of factors related to sects, cults and/or New Age movements or,
- some disjointed but basically accurate material from one or more of the typologies of sects or,
- brief points about religious/spiritual belief and influence in contemporary society.

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

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

At this level answers might include:

- accounts of factors related to sects, cults and other movements but with the question left largely implicit or,
- some outlines of typologies with relevance to the question left largely implicit or,
- an undeveloped list of evidence relating to religious and spiritual belief, practice and/or influence in society or,
- an undeveloped list of studies on religion, secularisation and/or fundamentalism.

**Higher in the band**, candidates will present a fuller though possibly still unbalanced response to the question. Answers may still be somewhat descriptive or narrowly focused, for instance dealing with one or two specific sects or focusing influence on the personal rather than a wider sphere of society.

At this level answers might include:

- timeless but broadly accurate descriptions of typologies of sects or,
- reasonably accurate descriptions of evidence relating to religious and/or spiritual belief, organisations and practice, but with a limited theoretical structure or,
- a largely accurate but descriptive list of some relevant studies or one or two relevant studies described in more detail, but with a limited theoretical structure or,
- a coherent and broadly accurate account from two or more perspectives on religion with some explicit linkage to the question.

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

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

At this level answers might include:

- more detailed and broadly accurate accounts of studies on sects, cults and/or other religious or spiritual movements and but still with a fairly limited theoretical structure or,
- fuller and more accurate descriptions of evidence relating to religious and/or spiritual belief, organisations and practice, but still with a fairly limited theoretical structure or,
- more coherent and accurate accounts from a range of perspectives and with clear links to the question and with some relevant concepts explored and broadly understood.

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

At this level answers might be expected to be more developed and detailed versions of the lower in the band answers and/or show:

- greater knowledge and understanding of issues to do ideology and belief and their relevance to the debates;
- greater knowledge and understanding of the problematic nature of measuring religious influence in society;
- greater knowledge and understanding of linkage to wider debates such as the secularisation or the globalisation of religion.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Durkheim, Weber, Malinowski, Herberg, Marx, Wilson, Martin, Bellah, Wallis, Troeltsch, Barker, Niebuhr, Tipton, Heelas.
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**Note: refer to General Mark Scheme for AO2 marks.**

**3** 'The growth and influence of religious fundamentalism across the world challenges the claim that contemporary society has become more secular.'

To what extent do sociological arguments and evidence support this view of contemporary religious belief and practice? (33 marks)

**AO1: Knowledge and Understanding**

**(15 marks)**

**0** No knowledge or understanding relevant to the set question.

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

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

At this level answers might include:

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

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

At this level answers might include:

- a brief list of factors related to secularisation or,
- some disjointed but basically accurate material on religious fundamentalism.

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

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

At this level answers might include:

- undeveloped lists of evidence relating to religious fundamentalism and/or secularisation or,
- outlines of one or two perspectives on religion with relevance to the question left largely implicit or,
- a list of studies on secularisation and/or fundamentalism or a fuller account of just one or two studies and with the question left largely implicit.

**Higher in the band**, candidates will present a fuller though possibly still unbalanced response to the question. Answers may still be somewhat descriptive or narrowly focused, for instance largely ignoring the quotation and dealing with secularisation only.

At this level answers might include:

- a more developed list of evidence relating to religious fundamentalism and/or secularisation but with a limited theoretical structure or,
- a largely accurate but descriptive list of some relevant studies or one or two relevant studies described in more detail, but with a limited theoretical structure or,
- a coherent and broadly accurate account from two or more perspectives on religion with some explicit linkage to the question or,
- a reasonably developed description of evidence relating to religious groups, activity and change, but imbalanced in approach.

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

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

At this level answers might include:

- fuller and accurate descriptions of evidence relating to religious fundamentalism and/or secularisation but with a limited theoretical structure or,
- more detailed and broadly accurate accounts of studies on fundamentalism and/or secularisation and with a limited theoretical structure or,
- more coherent and accurate accounts from a range of perspectives and with clear links to the question and with some relevant concepts explored and broadly understood.

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

At this level answers might be expected to be more developed and detailed versions of the lower in the band answers and/or show:

- greater knowledge and understanding of the complexity of cause and effect issues;
- greater knowledge and understanding of the problematic nature of much of the evidence;
- greater knowledge and understanding of a wider range of comparative material exploring and expanding the global context of the debates.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Wilson, Martin, Herberg, Durkheim, Davie, Bruce, Bellah, Luckman, Troeltsch, Barker, de Beauvoir, Berger, Lyotard, Baudrillard, Foucault, Waters, Gellner, Modood, Hall, Halliday, Heelas.
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**Note: refer to General Mark Scheme for AO2 marks.**

**4** (a) Identify and briefly explain **three** reasons why promoting mass literacy is not necessarily the best strategy for governments to adopt when trying to develop a country's economy. *(9 marks)*

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

- mass education is too expensive
- some see educating an elite first as a better development strategy
- mass literacy education will probably take too long to yield economic results
- there are probably not the trained teachers available to implement a plan of mass literacy in many developing countries
- some might argue that mass literacy would not help development at their particular stage.

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

- Mass education is too expensive: developing an educational infrastructure would take too much of the scarce resources of a developing country and could not be afforded until a later stage of development.
- Some see educating an elite first as a better development strategy: some argue that to push industrialisation and development on in the early stages what is needed is small, highly educated elite who can make decisions and run the country. Most work at that stage will be unskilled or semi-skilled so requires little education.
- Mass literacy education will probably take too long to yield economic results: investing in education is a long-term process. Developing the basic educational levels of the population is unlikely to show any economic benefit for many years and therefore may not be the best option.

**One** mark only for each of **three** partially appropriate explanations.

<b>4</b> (b) Using material from <b>Item B</b> and elsewhere, assess the view that women in developing societies often suffer disadvantage. <span style="float: right;"><i>(18 marks)</i></span>
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**A01: Knowledge and Understanding**

**(6 marks)**

**0** No relevant points.

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

**Lower in the band**, one or two commonsensical points may be made on women's role. Knowledge may be flawed. At this level there will be little evidence that the candidate has understood either the question or the material in response to it.

**Higher in the band**, there will be a limited understanding of the demands of the question set. The candidate may present some limited knowledge on women in developing societies. Understanding of the set question and/or the material presented will be more explicit and more sociological, for example, a competent if basic account of some of the evidence concerning women's role in developing societies.

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

**Lower in the band**, answers will show a reasonable knowledge and understanding of some sociological material on the evidence concerning women's role in developing societies. There may be a tendency to present material in a list-like manner, for example describing two or three studies on gender and development.

**Higher in the band**, knowledge will be broader and/or deeper and will be more conceptually detailed and show an understanding of a range of sociological material on the evidence concerning women's role in developing societies.

This may include concepts and issues such as the following: changing gender roles, education, land-holding, other forms of finance, political power and legitimacy, legal and social constraints, patriarchy, neo-colonialism, exploitation and cultural change. Sources may include: Rostow, Frank, Hayter, Sklair, Mitter, Frobel, Barrett, Foucault, Walby, Connell, Giddens, Rosenau, Firestone, Abbott & Wallace, etc.

**A02: 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.



**5** 'What at first may seem like development too often results in dependency.'

To what extent do sociological arguments and evidence support this view of global development and the relationship between First and Third World countries? (33 marks)

**AO1: Knowledge and Understanding**

**(15 marks)**

**0** No knowledge or understanding relevant to the set question.

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

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

At this level answers might include:

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

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

At this level answers might include:

- some incomplete or flawed account from perspectives on development or,
- some very limited or incomplete accounts from developing countries.

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

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

At this level answers might include:

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

**Higher in the band**, candidates will present a fuller though possibly still unbalanced response to the question. Answers may still be somewhat descriptive or narrowly focused, providing a descriptive account of one developing country.

At this level answers might include:

- more developed accounts of studies on development, but with little theoretical structure or,
- a coherent and broadly accurate account from two or more perspectives or,
- increasingly full and accurate empirical material on development or developing countries, but with a limited theoretical structure.

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

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

At this level answers might include:

- more detailed and broadly accurate accounts of studies on development and with a limited theoretical structure or,
- more coherent and accurate accounts from a range of perspectives and with relevant concepts such as import substitution, export-led growth and neo-colonialism explored and broadly understood or,
- fuller, more accurate and detailed empirical material on development and/or developing countries, and with a limited theoretical structure.

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

At this level answers might be expected to be more developed and detailed versions of the lower in the band answers and/or show:

- greater knowledge and understanding of issues to do with ideology, power and control;
- greater knowledge and understanding of the impact of globalisation;
- greater knowledge and understanding of the nature, measurement and processes of development.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Rostow, Frank, Hayter, Soros, Wallerstein, Held, Robertson, Friedman, Sklair, Mitter, Frobel, Allen, Harrison, Giddens, Hulme & Turner, Beck, Redcliff, George, Kiely, Smith, Mouzelis.
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**Note: refer to General Mark Scheme for AO2 marks.**

**6** 'There are at least 500 million people starving in the world, but there is also plenty of food in the world. The problem is not the amount of food but getting it to the right location. This can often be difficult and dangerous, for instance in the case of famines caused by wars and internal conflicts.'

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

**AO1: Knowledge and Understanding**

**(15 marks)**

**0** No knowledge or understanding relevant to the set question.

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

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

At this level answers might include:

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

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

At this level answers might include:

- some incomplete or flawed accounts from perspectives on development or,
- some very limited or incomplete accounts of famine and health issues from developing countries.

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

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

At this level answers might include:

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

**Higher in the band**, candidates will present a fuller and though possibly still unbalanced response to the question. Answers may still be somewhat descriptive or

narrowly focused, for instance providing an account of the work in this field of one NGO.

At this level answers might include:

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

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

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

At this level answers might include:

- more detailed and broadly accurate accounts of studies on the development, health and/or nutrition and with a limited theoretical structure or,
- more coherent and broadly accurate accounts from a range of perspectives and with relevant concepts such as neo-Malthusian, epidemiologic transition and neo-colonialism explored and broadly understood or,
- fuller, more accurate and detailed empirical material on development and/or developing countries, health and/or nutrition, and with a limited theoretical structure or,
- a more developed understanding of the work of NGOs and others and the role of aid in tackling hunger and related health issues.

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

At this level answers might include:

- greater knowledge and understanding of issues to do with internal as well as external political issues for some countries
- greater knowledge and understanding of the impact of globalisation
- greater knowledge and understanding of the impact of war and conflict on development processes.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Rostow, Frank, Wallerstein, Soros, Giddens, Friedman, Hayter, Sklair, Mitter, Frobel, Allen, Harrison, Hulme & Turner, Kerr, Kiely, Gill & Law, Waters, Mies, Crow, Chen, Lapp.
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**Note: refer to General Mark Scheme for AO2 marks.**

**7 (a)** Identify and briefly explain **three** problems of using 'laboratory-style experiments' to study the effects of the mass media on their audiences (**Item C**, line 4). *(9 marks)*

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

- difficulty in measuring long-term effects
- difficulty in distinguishing the effects of other possible causes from those in the experiment
- experimenter effect
- artificiality of the laboratory setting
- problems of defining 'violence'
- ethical problems.

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

- Difficulty in measuring long-term effects: the experiment only lasts for a short period and only measures the immediate effects of exposure to violent images.
- Difficulty in distinguishing the effects of other possible causes from those in the experiment: subsequent violent behaviour may be the result of wider social factors, eg socialisation, peer group pressures, etc., not the media content.
- Experimenter effect: in laboratory conditions it is impossible to avoid some experimenter effect, such as the 'Hawthorne effect', where participants in the experiment change their behaviour because they are aware of being in an experiment.

**One** mark only for each of **three** partially appropriate explanations.

<b>7</b> (b) Using material from <b>Item C</b> and elsewhere, assess the view that exposure to media violence does not produce violent behaviour in the audience. <span style="float: right;"><i>(18 marks)</i></span>
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**A01: Knowledge and Understanding**

**(6 marks)**

**0** No relevant points.

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

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

**Higher in the band**, there will be a limited understanding of the demands of the question set. The candidate may present some limited knowledge on some of the evidence concerning media content and violence. Understanding of the set question and/or the material presented in response will be more explicit and more sociological; for example, a brief outline of one of two media models or research studies.

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

**Lower in the band**, answers will show a reasonable knowledge and understanding of some sociological material on the evidence concerning media violence and subsequent behaviour. There may be a tendency to present material in a list-like manner, for example describing two or three studies on media violence.

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

This may include concepts and issues such as the following: narcoticisation, media effects models such as the hypodermic model, two-step flow, uses and gratifications, etc, copycatting, stereotyping, censorship and control, the role of the Internet, content analysis, desensitisation, hyperreality, effects of different kinds of media. Sources may include Gunter & Wober, Lull, Halloran, Cumberbatch, Tan, Gerbner et al, Katz & Lazarsfeld, GUMG, Watson, Morgan, Liebert, Baudrillard, Anderson, Signorielli, Eysenck, Nias, etc.

**A02: 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.



8 'Both the selection and presentation of news are ideologically controlled.'

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

**AO1: Knowledge and Understanding**

**(15 marks)**

0 No knowledge or understanding relevant to the set question.

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

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

At this level answers might include:

- isolated or disjointed statements on the news or journalism or,
- some flawed definitions of ideology.

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

At this level answers might include:

- some incomplete or flawed account from perspectives on the media or,
- some very limited or incomplete accounts of news production processes.

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

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

At this level answers might include:

- an undeveloped list of studies on the media and news or,
- outline accounts of just one or two studies on news production, for instance GUMG with the question left largely implicit or,
- accounts of material illustrating ideological content but with the question left largely implicit or,
- An outline juxtaposition of two perspectives, for instance Marxist and pluralist.

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

At this level answers might include:

- more developed accounts of studies on the media and news selection, but with a limited theoretical structure or,
- a coherent and broadly accurate account from two or more perspectives or,
- increasingly full and accurate empirical material on news production, but with a limited theoretical structure.

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

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

At this level answers might include:

- more detailed and broadly accurate accounts of studies on the media and news selection and with a limited theoretical structure or,
- more coherent and accurate accounts from a range of perspectives and with some relevant concepts, such as news values, agenda setting, media imperialism and gate keeping explored and broadly understood or,
- fuller, more accurate and detailed empirical material on news production, and with a limited theoretical structure.

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

At this level answers might include:

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

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Marx, Althusser, GUMG, Marcuse, Miliband, McRobbie, Whale, Harrison, Hutton, Cumberbatch, Tunstall, Baudrillard, Creedon, Firestone, Ortnet, Lyotard, Thompson, Bignell, Philo.
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**Note: refer to General Mark Scheme for AO2 marks.**

**9** 'Media representations both of gender and of sexuality tend to portray well-worn stereotypes.'

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

**AO1: Knowledge and Understanding**

**(15 marks)**

**0** No knowledge or understanding relevant to the set question.

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

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

At this level answers might include:

- isolated or disjointed statements about media presentations or,
- some flawed material on gender and/or sexuality.

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

At this level answers might include:

- a brief list of factors related to media presentation and stereotyping or,
- some disjointed but basically accurate material on gender and sexuality.

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

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

At this level answers might include:

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

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

At this level answers might include:

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

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

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

At this level answers might include:

- fuller and accurate descriptions of evidence relating to media representations of gender and sexuality but with a limited theoretical structure or,
- more detailed and broadly accurate accounts of studies on media processes, gender and sexuality with a limited theoretical structure or,
- more coherent and accurate accounts from a range of perspectives and with clear links to the question and with some relevant concepts such as symbolic annihilation/invisibility, cultural hegemony, gender divisions and social construction explored and broadly understood.

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

At this level answers might be expected to be more developed and detailed versions of the lower in the band answers and/or show:

- greater knowledge and understanding of relevant media production processes;
- greater knowledge and understanding of the ideological nature of much of the evidence;
- greater knowledge and understanding of a wider range of media forms and their relevance to the debates.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Connell, Pearce, Gross, Dyer, Greer, Baudrillard, Redman, Firestone, Walby, Derrida, Lacan, Millett, Creedon, Croteau & Haynes, Meehan, Holland, Longmore, Tuchman.
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**Note: refer to General Mark Scheme for AO2 marks.**

**10** (a) Identify and briefly explain some of the sociological evidence, **apart from** that referred to in **Item D**, that might be used to support the view that in the past 'politics was not seen as an appropriate activity for women' (**Item D**, lines 2 – 3). *(9 marks)*

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

- consideration of the numbers of MPs of different sexes
- women's role was more at home in the past
- selection committees were prejudiced against women
- women were seen as unelectable in the past
- consideration of the numbers of parliamentary candidates.

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

- Consideration of the numbers of MPs of different sexes: the number of MPs over the century clearly shows that women had little success in getting into Parliament and so one could conclude that they were not involved in politics.
- Women's role was more at home in the past: as part of the wider debate on women's role it was not thought appropriate for women to get involved in occupations or activities outside the home, like politics.
- Selection committees were prejudiced against women: the election process at all levels was particularly difficult for women as most party selection committees were men and were generally thought to be prejudiced against women candidates.

**One** mark only for each of **three** partially appropriate explanations.

**No marks** for women being less interested or not able.

**10** (b) Using material from **Item D** and elsewhere, assess the view that women are becoming more active and involved in politics in Britain today. *(18 marks)*

**A01: Knowledge and Understanding**

*(6 marks)*

**0** No relevant points.

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

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

**Higher in the band**, there will be a limited understanding of the demands of the question set. The candidate may present some limited knowledge on political participation. Understanding of the set question and/or material presented will be more explicit and more sociological; for example, a competent if basic account of some of the evidence concerning gender and voting behaviour.

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

**Lower in the band**, answers will show a reasonable knowledge and understanding of some sociological material or evidence concerning changing political participation. There may be a tendency to present the material in a list-like manner, for example describing two or three studies on political participation or voting behaviour.

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

This may include concepts and issues such as the following: political prejudice and discrimination, all-female shortlists, glass ceilings, political socialisation, role models, gender stereotyping, public perceptions, media images, perceived changes in ideologies, women's role, the feminist movement, the nature of politics and parties today and other forms of political involvement. Sources may include Poulantzas, Althusser, Scott, Walby, Pateman, Gramsci, Oakley, Morgan, Birke, Tong, Hooks, Mirza, Bourque & Grosshaltz, Prandy, Millett, Mitchell, Abbott & Wallace, etc.

**A02: 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.



**11** 'Some postmodernists argue that conventional political parties are in decline and that new social movements will become the dominant form of politics in western democratic societies.'

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

**AO1: Knowledge and Understanding**

**(15 marks)**

**0** No knowledge or understanding relevant to the set question.

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

**Lower in the band**, candidates will present an answer based on commonsensical knowledge and understanding of politics 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 candidate has understood either the question or the material in response to it.

At this level answers might include:

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

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

At this level answers might include:

- some incomplete or flawed accounts of membership of political parties or,
- some very limited or incomplete accounts of theories of political power and participation.

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

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

At this level answers might include:

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

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

At this level answers might include:

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

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

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

At this level answers might include:

- more detailed and broadly accurate accounts of studies on political parties and new social movements and with a limited theoretical structure or,
- more coherent and accurate accounts from a range of perspectives and with relevant concepts such as class decomposition, social differentiation, radicalised and high modernity explored and broadly understood or,
- fuller, more accurate and detailed empirical material on political participation, pressure groups, political parties and/or new social movements, and with a limited theoretical structure.

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

At this level answers might include:

- greater knowledge and understanding of issues to do with the changing nature and sources of power in contemporary society
- greater knowledge and understanding of the impact of globalization on politics and decision making
- greater knowledge and understanding of comparative empirical material.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Baudrillard, Lyotard, Giddens, Foucault, Fraser, Hallsworth, Crook et al, Mann, Held, Hirst, Hutton, Sklair.
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**Note: refer to General Mark Scheme for AO2 marks.**

**12** 'Britain, like many modern western societies, is not open and democratic. It operates on dimensions of power that are hidden, closed and inaccessible to most of the population.'

To what extent do sociological arguments and evidence support this view of the nature and distribution of power in contemporary society? (33 marks)

**AO1: Knowledge and Understanding**

**(15 marks)**

**0** No knowledge or understanding relevant to the set question.

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

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

At this level answers might include:

- isolated or disjointed statements on sources or types of power or,
- some flawed material from theories of power.

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

At this level answers might include:

- some incomplete or flawed account from theories of power or,
- some very limited or incomplete accounts of types or sources of power.

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

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

At this level answers might include:

- undeveloped lists of evidence relating to the nature or distribution of power or,
- outlines of one or two perspectives on power with relevance to the question left largely implicit or,
- a list of studies on the nature and/or distribution of power or a fuller account of just one or two studies and with the question left largely implicit or,
- a list of examples of powerful groups in society with the question left largely implicit.

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

At this level answers might include:

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

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

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

At this level answers might include:

- fuller, more accurate and detailed empirical material on the nature, sources and/or the distribution of power, and with a limited theoretical structure or,
- more detailed and broadly accurate accounts of studies on the nature and distribution of power and with a limited theoretical structure or,
- more coherent and accurate accounts from a range of perspectives and with relevant concepts such as ideology, patriarchy, oligarchy and their relationship to decision making explored and broadly understood.

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

At this level answers might include:

- greater knowledge and understanding of the ideological aspects of the debates
- greater knowledge and understanding of the influence of global factors and their relevance to the debates
- greater knowledge and understanding of the difficulties with much of the evidence on power and decision making.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Marx, Engels, Weber, Lukes, Gramsci, Mills, Parsons, Dahl, Marsh, Hewitt, Pareto, Miliband, Poulantzas, Hirst, Hutton, Mann, Foucault, Baudrillard, Mitchell, Hacker, Faludi.
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**Note: refer to General Mark Scheme for AO2 marks.**

## General Mark Scheme

### AO1: Knowledge and Understanding

(15 marks)

**0** No knowledge or understanding relevant to the set question.

**1 – 5** Answers in this band will show limited sociological knowledge and understanding. Answers in this band are likely to be characterised by the poor logical expression of ideas and the use of a limited range of conceptual terms, perhaps often used imprecisely and/or inaccurately.

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

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

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

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

At this level answers might include:

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

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

At this level answers might include:

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

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

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

At this level answers might include:

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

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

**A02 (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 explicit.

**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)**  
**Beliefs in Society (Data Response)**

<b>ASSESSMENT OBJECTIVES</b>			
<b>Questions</b>	<b>AO1</b>	<b>AO2</b>	<b>Total</b>
1 (a)	3	6	9
1 (b)	6	12	18
<b>Sub-Total</b>	9	18	27

**Beliefs in Society (Essays)**

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

<b>ASSESSMENT OBJECTIVES</b>				
<b>Questions</b>	<b>AO1</b>	<b>AO2</b>		<b>Total</b>
		<b>(a) *</b>	<b>(b) *</b>	
2 or 3	15	9	9	33
<b>Sub-Total</b>	15	18		33

<b>Total</b>	24	36	60
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**Global Development (Data Response)**

<b>ASSESSMENT OBJECTIVES</b>			
<b>Questions</b>	<b>AO1</b>	<b>AO2</b>	<b>Total</b>
4 (a)	3	6	9
4 (b)	6	12	18
<b>Sub-Total</b>	9	18	27

**Global Development (Essays)**

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

<b>ASSESSMENT OBJECTIVES</b>				
<b>Questions</b>	<b>AO1</b>	<b>AO2</b>		<b>Total</b>
		<b>(a) *</b>	<b>(b) *</b>	
5 or 6	15	9	9	33
<b>Sub-Total</b>	15	18		33

<b>Total</b>	24	36	60
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\* AO2 (a) = Interpretation and Application

\* AO2 (b) = Analysis and Evaluation

**Mass Media (Data Response)**

<b>ASSESSMENT OBJECTIVES</b>			
<b>Questions</b>	<b>AO1</b>	<b>AO2</b>	<b>Total</b>
7 (a)	3	6	9
7 (b)	6	12	18
<b>Sub-Total</b>	9	18	27

**Mass Media (Essays)**

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

<b>ASSESSMENT OBJECTIVES</b>				
<b>Questions</b>	<b>AO1</b>	<b>AO2</b>		<b>Total</b>
		<b>(a) *</b>	<b>(b) *</b>	
8 or 9	15	9	9	33
<b>Sub-Total</b>	15	18		33

<b>Total</b>	24	36	60
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**Power and Politics (Data Response)**

<b>ASSESSMENT OBJECTIVES</b>			
<b>Questions</b>	<b>AO1</b>	<b>AO2</b>	<b>Total</b>
10 (a)	3	6	9
10 (b)	6	12	18
<b>Sub-Total</b>	9	18	27

**Power and Politics (Essays)**

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

<b>ASSESSMENT OBJECTIVES</b>				
<b>Questions</b>	<b>AO1</b>	<b>AO2</b>		<b>Total</b>
		<b>(a) *</b>	<b>(b) *</b>	
11 or 12	15	9	9	33
<b>Sub-Total</b>	15	18		33

<b>Total</b>	24	36	60
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\* AO2 (a) = Interpretation and Application

\* AO2 (b) = Analysis and Evaluation