

# GCE 2005

## *January Series*



# Mark Scheme

## Sociology

### Unit SCY4

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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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**GUIDANCE NOTES IN THE USE OF GENERAL AND QUESTION SPECIFIC  
MARK SCHEMES FOR UNITS 4 AND 5.**

**TWO RELATED MARK SCHEMES ARE PROVIDED**

Examiners are required to consult and apply the two related mark schemes as follows:

**A General Mark Scheme** made up of two sections on:

- (i) Knowledge and Understanding;
- (ii) Identification, Analysis, Interpretation and Evaluation.

**A Question Specific Mark Scheme** made up of one section on:

- (i) Knowledge and Understanding. This will enable examiners to assess the knowledge and understanding requirements of particular questions.

**Marking**

In the process of marking a particular question, you must follow the procedure detailed below in marking the different Skill Domains:

- (i) **Knowledge and Understanding**

Refer to the Question Specific Mark Scheme and the General Mark Scheme.

- (ii) **Identification, Analysis, Interpretation and Evaluation**

Refer to the General Mark Scheme.

Each answer should be assessed separately for each of the two Skill Domains and the mark for each Skill Domain recorded and totalled to give an overall mark. For example in the case of an answer which was rewarded 6 marks for Knowledge And Understanding and 6 for Identification, Analysis, Interpretation and Evaluation, the total mark for this answer would be 12.

## 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:

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

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)

**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. Punctuation and grammar will be used correctly throughout to facilitate the intelligibility of the answer.

### Questions 2, 3, 5, 6, 8, 9

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

**In the 6 – 10 band**, candidates' answers are likely to be characterised by the generally fair logical expression of ideas, though perhaps with some occasional flaws, and the use of a somewhat limited range of conceptual terms, perhaps sometimes used imprecisely and/or inaccurately. Spelling, punctuation and grammar will be fair. Commonly used words and sociological terms will mostly be spelt correctly. There may be some errors in punctuation and grammar which impair the intelligibility of some parts of the answer.

**In the 11 – 15 band**, candidates' answers are likely to be characterised by the reasonable 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 good standard. Commonly used words and sociological terms will be spelt correctly. Punctuation and grammar will be of a good standard facilitating a competent expression of ideas.

**In the 16 – 20 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.

**GENERAL MARK SCHEME FOR UNITS 4 AND 5****Knowledge and Understanding**

- 0** No relevant knowledge or understanding.
- 1 - 5** Answers in this band will show a very limited sociological knowledge and understanding.
- Lower in the band, knowledge will consist of commonsensical points. Answers will show only minimal understanding of either the question or the material offered in response to it.
- Higher in the band, knowledge will consist of a few isolated quasi-sociological points, with omissions and perhaps with significant errors. Understanding both of the question and of material offered in response to it will be very simplistic and perhaps confused.
- 6 - 10** Answers in this band will show a somewhat limited sociological knowledge and understanding.
- Lower in the band, there will be a shallow knowledge of a limited amount of sociological material, perhaps with errors. Understanding both of the question and the material presented in response to it will be superficial.
- Higher in the band, there will be a reasonably accurate but rather shallow and descriptive knowledge of a still limited amount of sociological material, or alternatively a slightly deeper but very narrow knowledge. There may be a generalised understanding of the question, or one which shows a specific understanding of only a very limited aspect of the question.
- 11 - 15** Answers in this band will show a reasonably good sociological knowledge and understanding.
- Lower in the band, there will be a reasonably accurate knowledge of a range of sociological material with some limited success in conveying conceptual detail, or alternatively a more conceptually detailed but narrowly based knowledge. Knowledge shown may be either theoretical, empirical or both. Answers will show a specific understanding of some of the demands of the question and of the material offered in response to it, but other aspects will be neglected or treated in a generalised fashion.
- Higher in the band there will be somewhat greater success in conveying conceptual detail, or a slightly greater breadth, of knowledge; however, answers will remain somewhat limited in range or depth. Knowledge shown will be both theoretical and empirical. There will be a specific understanding of most of the principal demands or aspects of the question, but some others will be neglected or treated in a generalised fashion.
- 16 - 20** Answers in this band will show a very good sociological knowledge and understanding.
- Lower in the band, there will be a wide-ranging theoretical and empirical knowledge which will, with only very minor exceptions, be thorough, accurate and conceptually detailed. Accurate and explicit links will be made between some of the theoretical and empirical material. There will be a clear understanding both of the question, including its theoretical context, and of the material offered in response to it.
- Higher in the band, knowledge will be comprehensive and will be thorough, accurate and conceptually detailed throughout. There will be a clear understanding of the theoretical context of the question, and there will be accurate and explicit links between the theoretical and empirical parts of the answer. Answers will show a clear, full and complex understanding of the question and the material offered.

**GENERAL MARK SCHEME FOR UNITS 4 AND 5****Identification, Analysis, Interpretation and Evaluation**

- 0** No relevant identification, analysis, interpretation or evaluation.
- 1 - 5** Answers in this band will show very limited skills of identification, analysis, interpretation and evaluation.

Lower in the band, identification of perspectives/arguments will be very limited and/or inaccurate. There will be little or no evidence of the ability to distinguish between facts, opinions and value judgements. Interpretation of the question and the material offered in answer to it will be minimal and/or confused. Analysis of arguments and/or methodological issues, if present, will be very limited. Evaluation may be absent or limited to one or two undeveloped examples.

Higher in the band, there will be some limited and undeveloped identification of perspectives, arguments and/or methodological issues, and some evidence of the ability to distinguish between facts, opinions and value judgements. There will be some limited interpretation of the question and/or the material offered in answer to it. Analysis, if present, will be undeveloped and possibly contain inaccuracies. Evaluation may be implicit or confined to one or two critical comments on some aspect of the question or general topic area.

- 6 - 10** Answers in this band will show somewhat limited skills of identification, analysis, interpretation and evaluation.

Lower in the band, identification of perspectives/arguments will be broadly accurate, although limited and undeveloped. Attempts to distinguish between facts, opinions and value judgements will show some sociological awareness. Interpretation of the question and the material offered in answer to it will be limited but broadly sociological. Examples may be undeveloped or applied to the general topic area rather than the set question. Analysis of material, if present, will be partial and poorly focused. Evaluation may take the form of a weak juxtaposition and/or brief list of criticisms of a study, concept, perspective or method.

Higher in the band, arguments/perspectives will be accurately identified, and there will be clear evidence of the ability to distinguish between facts, opinions and value judgements. Interpretation will be focused and examples will show some development and be broadly applied to the question set. There will be some, albeit limited and undeveloped, attempt to analyse material. There will be a few explicit points or criticisms raised.

- 11 - 15** Answers in this band will show reasonably good skills of identification, analysis, interpretation and evaluation.

Lower in the band, there will be some explicit and largely successful attempts to identify and interpret sociological arguments and perspectives. There will be a general awareness of methodological issues. Analysis may remain undeveloped and/or partial. There will be some explicit evaluation, although this may be one-sided and/or undeveloped.

Higher in the band, the use of skills will be more balanced and comprehensive. Sociological arguments, perspectives and methodological issues will be accurately identified and interpreted and examples will be generally applied to the question. Both analysis and evaluation will be explicit, though not necessarily fully developed or comprehensive.

**16 - 20** Answers in this band will show very good skills of identification, analysis, interpretation and evaluation, applied to a range of sociological ideas, evidence and issues.

Lower in the band, sociological arguments and perspectives will be, with only very minor exceptions, accurately identified and successfully interpreted to meet the demands of the question. Analysis and evaluation of a wide range of material, including methodological issues, will be thorough, comprehensive and balanced.

Higher in the band, all the skills will be demonstrated in a thorough, accurate and comprehensive manner throughout. There will be clear evidence that identification, interpretation, analysis and evaluation follow a clear rationale and are applied with sensitivity and sophistication. Evaluative comparisons and contrasts may be made between different areas of sociology, and analysis and argument may be applied to wider and possibly more complex issues than those raised by the set question.



Choose **one** Section. Do **not** answer questions from more than one Section.

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**SECTION A - POWER AND POLITICS**

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**Total for this Section: 60 marks**

**1**

- (a) Identify and briefly explain **two** ways in which a state might attempt to control the power of multinational corporations. *(8 marks)*

Two marks for each of two ways identified, such as:

- imposing some kind of company tax regime;
- publicity or naming and shaming;
- employment legislation;
- some kind of financial or exchange controls;
- planning controls.

Two further marks for each of two brief explanations, such as:

- Imposing some kind of company tax regime: a state might, through the government, impose special tax levies on companies to encourage or discourage certain kinds of company actions.
- Publicity or naming and shaming: companies can use the media to discourage undesirable actions by creating a climate of negative public opinion.
- Employment legislation: legislation can be brought in by governments acting on behalf of the state to force companies to adopt desirable practices and cease undesirable ones.

One mark for a partial explanation.

- (b) Using information from **Item A** and elsewhere, examine some of the evidence for the view that the power of the state is decreasing. *(12 marks)*

**0** No relevant points.

**1 – 4** Answers in this band will have only limited success in identifying, interpreting, analysing and/or evaluating material to meet the requirements of the question. There will be little evidence of relevant knowledge or understanding.

Lower in the band, one or two points may be made about the state or power in general but there will be a tendency to recycle material from the Item without identifying specific issues or analysing possible evidence or explanations.

Higher in the band, one or two factors related to the power of the state may be identified and some possible but limited explanations may be suggested. Evaluation will be limited or non-existent.

**5 – 8** Answers in this band will have been reasonably successful in identifying, interpreting, analysing and evaluating material to meet the requirements of the question.

Lower in the band, this may be confined to a competent if basic account, for example of some of the evidence concerning changes in the power relationship between the state and individuals or groups and/or challenges to the power of the state and possibly the effects of

globalisation or the growth of the European community. Answers will show a reasonable underlying knowledge and understanding. Some limited explicit evaluation may be offered.

Higher in the band, answers will be more developed, with a greater and more explicit use of the skills of identification, analysis and evaluation. Knowledge and understanding will be broader and/or deeper and will begin to identify a wider range of material, going beyond the Item.

There may be a tendency to present the material in a rather list-like manner, for example identifying different types of power or sources of power. There is likely to be an attempt to examine the Item and points made, with a couple of appropriate sociological arguments correctly interpreted. Alternatively there may be an attempt to give an extended list of points but with little analysis in terms of the question set.

- 9 – 12** Answers in this band will be successful in identifying, interpreting, analysing and evaluating material to meet the requirements of the question. Analysis and evaluation will be explicit and relevant. Sociological knowledge will be conceptually detailed, showing an understanding of a range of sociological material, drawn from the Item and elsewhere.

Lower in the band, interpretation may be less selective or evaluation less developed and more list-like.

Higher in the band, interpretation will be more focused and evaluation more thorough, developed and explicit.

Answers will address a range of issues, though not necessarily to the same depth. Most answers may take the Item as a starting point, but at this level answers will need to go beyond this, possibly to consider the concept of power and its various forms, factors which affect the power of the state including the role of individuals and different groups in society, multi-nationals, globalisation, internet influences, democratisation of decision making, the difficulty in forming meaningful alliances and challenges to the right of the state from various bodies. Answers will identify and briefly analyse reasons or explanations for some of the points considered. There will be some explicit evaluation, for instance in drawing comparisons between European countries and the modern USA. However, not all of the factors mentioned above are necessary, even for full marks.

**EITHER**

- 2** “General Elections now seem to be opportunities for a growing proportion of the population to show their disenchantment with politics and politicians.”

To what extent do sociological arguments and evidence support this view of voting behaviour and attitudes to politics in Britain today? *(40 marks)*

**Knowledge and Understanding****20 marks**

- 0** No relevant knowledge or understanding.
- 1 – 5** Answers in this band will show very limited sociological knowledge and understanding.

Lower in the band, candidates will present an answer based on a common sense understanding of voting rather than sociological arguments or evidence. There will be only a peripheral link to the question with little evidence that the candidate has understood either the question or the material offered in response to it.

Higher in the band, candidates may present a flawed account of knowledge on elections or politics in general. The answer is likely to be characterised by isolated or disjointed points that show very little understanding. The material is still likely to lack a clear focus and is unlikely to raise issues stemming from the question set. Conceptual terms will tend to be used imprecisely or inaccurately and meaning will be unclear.

At this level possible answers might include:

- some isolated points about voting habits or,
- some flawed material from theories of political participation.

- 6 – 10** Answers in this band will show limited sociological knowledge and understanding.

Lower in the band, candidates will present knowledge on the set question that is likely to contain inaccuracies and some confusion in understanding. Knowledge is likely to be stronger than understanding. Answers at this level may contain significant amounts of irrelevant material.

At this level possible answers might include:

- a brief list of factors related to voting patterns or,
- some disjointed but basically accurate material from one or more perspective(s) or,
- a list of examples of political participation.

Higher in the band, candidates will present an essentially descriptive account of sociological knowledge on the question. Answers will display a basic understanding of the material presented, although a few inaccuracies may still be present. There will be a limited understanding of the demands of the question set.

At this level possible answers might include:

- outlines of one or two studies focused more on the topic area than the question set, possibly Heath or Crewe or,
- a more extensive list of factors related to political participation or,
- more coherent and accurate material from one or more perspective(s) but lacking detail on recent voting or participation trends.

**11 – 15** Answers in this band will show reasonably good sociological knowledge and understanding.

Lower in the band, candidates may present accounts that are still somewhat generalised and descriptive and often narrowly focused.

At this level possible answers might include:

- more detailed descriptions of studies focused more on the topic area than the question set, possibly Heath, Evans and/or Crewe and with the question largely implicit or,
- a more extensive list of factors related to voting trends and with a limited theoretical structure or,
- coherent and broadly accurate material from two or more perspectives but with only limited development on voting trends and/or political participation.

Higher in the band, candidates' answers will present an increased amount of appropriate empirical and/or theoretical detail, and will be increasingly accurate and organised. There will be evidence that theoretical debates are understood. Candidates will display a clear understanding of the demands of the set question.

At this level possible answers might include:

- more detailed descriptions of studies focused on the question set, but with a limited theoretical structure or,
- fuller and more accurate descriptions of factors related to voting trends and/or political participation but with limited theoretical structure or,
- coherent and broadly accurate material from two or more perspectives and with more development on voting trends and/or political participation.

**16 – 20** Answers in this band will show very good sociological knowledge and understanding.

Lower in the band, candidates' answers will demonstrate a thorough and accurate knowledge on the set question and a very good understanding of a range of relevant empirical and theoretical material.

At this level possible answers might include:

- increasingly full, accurate and wider descriptions of factors related to voting trends and political attitudes and with a clear theoretical structure or;
- coherent and accurate material from a range of perspectives and with concepts such as dealignment and realignment understood and discussed or;
- detailed and/or referenced accounts of studies on voting and political attitudes with concepts and/or ideological issues accurately explored and clearly understood.

Higher in the band, the links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be more detailed and the understanding of the debate and its complexities made explicit.

At this level possible answers might also include some of the following:

- the impact of globalisation on British politics;
- the role of the mass media in the formation of political image and interest;
- analyses of power and influence in Britain and their relationship to elections.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: King, Crewe, Heath, Evans, Norris & Evans, Curtice & Park, Saggar & Heath, and Webb & Farrell.

**OR**

**3** “The role of political parties in the political process has become increasingly marginalised and unimportant.”

To what extent do sociological arguments and evidence support this view of political parties and other movements in the political process today? *(40 marks)*

**Knowledge and Understanding****20 marks**

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

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

Lower in the band, candidates will present an answer based on a common sense understanding of politics rather than sociological arguments or evidence. There will be only a peripheral link to the question with little evidence that the candidate has understood either the question or the material offered in response to it.

Higher in the band, candidates may present a flawed account of knowledge on political parties or politics in general. The answer is likely to be characterised by isolated or disjointed points that show very little understanding. The material is still likely to lack a clear focus and is unlikely to raise issues stemming from the question set. Conceptual terms will tend to be used imprecisely or inaccurately and meaning will be unclear.

At this level possible answers might include:

- some isolated points about membership of political parties or;
- some flawed material from theories of political power.

**6 – 10** Answers in this band will show limited sociological knowledge and understanding.

Lower in the band, candidates will present knowledge on the set question which is likely to contain inaccuracies and some confusion in understanding. Knowledge is likely to be stronger than understanding. Answers at this level may contain significant amounts of irrelevant material.

At this level possible answers might include:

- a brief list of factors related to political parties and/or pressure groups or,
- some disjointed but basically accurate material from one or more perspective(s) or,
- a list of examples of forms of political action.

Higher in the band, candidates will present an essentially descriptive account of sociological knowledge on the question. Answers will display a basic understanding of the material presented, although a few inaccuracies may still be present. There will be a limited understanding of the demands of the question set.

At this level possible answers might include:

- outlines of one or two studies focused more on the topic area than the question set, possibly postmodernist or,
- a more extensive list of factors related to the role of political parties and pressure groups or,
- more coherent and accurate material from one or more perspective(s) but lacking detail on different forms of political action.

**11 – 15** Answers in this band will show reasonably good sociological knowledge and understanding.

Lower in the band, candidates may present accounts that are still somewhat generalised and descriptive and often narrowly focused.

At this level possible answers might include:

- more detailed descriptions of studies focused more on the topic area than the question set, possibly Baudrillard, Giddens and/or Hallsworth and with the question largely implicit or,
- a more extensive list of factors related to the role of political parties, pressure and interest groups and with a limited theoretical structure or,
- coherent and broadly accurate material from two or more perspectives but with only limited development on different forms of political action.

Higher in the band, candidates' answers will present an increased amount of appropriate empirical and/or theoretical detail, and will be increasingly accurate and organised. There will be evidence that theoretical debates are understood. Candidates will display a clear understanding of the demands of the set question.

At this level possible answers might include:

- more detailed descriptions of studies focused on the question set, but with a limited theoretical structure or,
- fuller and more accurate descriptions of factors related to the role of political parties pressure and interest groups but with limited theoretical structure or,
- coherent and broadly accurate material from two or more perspectives and with more development on different forms of political action.

**16 – 20** Answers in this band will show very good sociological knowledge and understanding.

Lower in the band, candidates' answers will demonstrate a thorough and accurate knowledge on the set question and a very good understanding of a range of relevant empirical and theoretical material.

At this level possible answers might include:

- increasingly full, accurate and wider descriptions of factors related to the role of political parties and other political movements and with a clear theoretical structure or,
- coherent and accurate material from a range of perspectives and with concepts such as class decomposition and social differentiation understood and discussed or,
- detailed and/or referenced accounts of studies on the changing nature of political action with concepts and/or ideological issues accurately explored and clearly understood.

Higher in the band, the links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be more detailed and the understanding of the debate and its complexities made explicit.

At this level possible answers might also include some of the following:

- the effects of globalisation on British politics and decision making;
- discussion on the changing nature and sources of power in contemporary society;
- International comparisons to the British experience.

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.

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**SECTION B - RELIGION**

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**Total for this Section: 60 marks****4**

- (a) Identify and briefly explain **two** pieces of evidence that might lead sociologists like Bryan Wilson to conclude that modernity brings with it a decline in the importance of religion. *(8 marks)*

Two marks for each of two pieces of evidence identified, such as:

- fewer people attending church services;
- a growing belief in scientific and rational explanations;
- people being too busy with other things to do;
- the loss of status of priests and church ministers;
- a decline in religious education.

Two further marks for each of two brief explanations, such as:

- fewer people attending church services: most surveys and polls conducted show that church attendances have declined in the modern era;
- a growing belief in scientific and rational explanations: it became evident in the modern era that people increasingly turned to science for explanations for unknown phenomena rather than seeking spiritual explanations;
- people being too busy with other things to do: in the modern era people have increasingly opted for other activities such as shopping, sports and leisure, rather than engage in spiritual activities.

One mark for a partial explanation.

- (b) Examine some of the arguments and evidence that might lead some sociologists to argue that, “most of the world is bubbling with religious passions” (**Item B**, line 13).

(12 marks)

**0** No relevant points.

**1 – 4** Answers in this band will have only limited success in identifying, interpreting, analysing and/or evaluating material to meet the requirements of the question. There will be little evidence of relevant knowledge or understanding.

Lower in the band, one or two points may be made on religion in general but there will be a tendency to recycle material from the Item without identifying specific issues or analysing possible evidence or explanations.

Higher in the band, one or two factors related to religious belief or practice may be identified and some possible but limited explanations may be suggested. Evaluation will be limited or non-existent.

**5 – 8** Answers in this band will have been reasonably successful in identifying, interpreting, analysing and evaluating material to meet the requirements of the question.

Lower in the band, this may be confined to a competent if basic account, for example of some of the evidence concerning religious belief and/or practice. Answers will show a reasonable underlying knowledge and understanding. Some limited explicit evaluation may be offered.

Higher in the band, answers will be more developed, with a greater and more explicit use of the skills of identification, analysis and evaluation. Knowledge and understanding will be broader and/or deeper and will begin to identify a wider range of material, going beyond the Item.

There may be a tendency to present the material in a rather list-like manner, for example identification of different religious movements, attendance or membership statistics, etc. There is likely to be an attempt to examine the Item and points made, with a couple of appropriate sociological arguments correctly interpreted. Alternatively there may be an attempt to give an extended list of points but with little analysis in terms of the question set.

**9 – 12** Answers in this band will be successful in identifying, interpreting, analysing and evaluating material to meet the requirements of the question. Analysis and evaluation will be explicit and relevant. Sociological knowledge will be conceptually detailed, showing an understanding of a range of sociological material, drawn from the Item and elsewhere.

Lower in the band, interpretation may be less selective or evaluation less developed and more list-like.

Higher in the band, interpretation will be more focused and evaluation more thorough, developed and explicit.

Answers will address a range of issues, though not necessarily to the same depth. Most answers may take the Item as a starting point, but at this level answers will need to go beyond this, possibly to consider a range of evidence on religious belief and practice in a global context, including religious fundamentalism, evangelicalism and NRMs as well as some of the points identified in the bands above. Answers will identify and briefly analyse reasons or explanations for some of the points considered. There will be some explicit evaluation. However, not all of the factors mentioned above are necessary, even for full marks.



**EITHER**

**5** “Religion can be both a conservative force and an initiator of social change.”

To what extent do sociological arguments and evidence support this view of religion?

*(40 marks)*

**Knowledge and Understanding****20 marks**

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

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

Lower in the band, candidates will present an answer based on a common sense understanding of religion rather than sociological arguments or evidence. There will be only a peripheral link to the question with little evidence that the candidate has understood either the question or the material offered in response to it.

Higher in the band, candidates may present a flawed account of knowledge on religion in general. The answer is likely to be characterised by isolated or disjointed points that show very little understanding. The material is still likely to lack a clear focus and is unlikely to raise issues stemming from the question set. Conceptual terms will tend to be used imprecisely or inaccurately and meaning will be unclear.

At this level possible answers might include:

- some isolated points about religious functions or,
- some flawed material on social change.

**6 – 10** Answers in this band will show limited sociological knowledge and understanding.

Lower in the band, candidates will present knowledge on the set question that is likely to contain inaccuracies and some confusion in understanding. Knowledge is likely to be stronger than understanding. Answers at this level may contain significant amounts of irrelevant material.

At this level possible answers might include:

- a brief list of factors related to religion and conservatism or,
- some disjointed but basically accurate material on religion and social change.

Higher in the band, candidates will present an essentially descriptive account of sociological knowledge on the question. Answers will display a basic understanding of the material presented, although a few inaccuracies may still be present. There will be a limited understanding of the demands of the question set.

At this level possible answers might include:

- outlines of one or two studies focused more on the topic area than the question or,
- outlines of perspectives on religion with relevance to the question left largely implicit or,
- undeveloped lists of evidence relating to social changes linked to religion.

**11 – 15** Answers in this band will show reasonably good sociological knowledge and understanding.

Lower in the band, candidates may present accounts that are still somewhat generalised and descriptive and often narrowly focused.

At this level possible answers might include:

- timeless but broadly accurate descriptions of theories of religion and social change, probably Weber and Marx, or,
- more developed perspectives on religion and change with some explicit linkage to the contemporary society or,
- fuller and more accurate descriptions of evidence relating to religious groups, activity, conservatism and/or change but imbalanced in approach.

Higher in the band, candidates' answers will present an increased amount of appropriate empirical and/or theoretical detail, and will be increasingly accurate and organised. There will be evidence that theoretical debates are understood. Candidates will display a clear understanding of the demands of the set question.

At this level possible answers might include:

- more developed theories of religion clearly focused on the set question or,
- increasingly detailed and/or referenced accounts of religious groups, conservatism and/or social change or,
- full and accurate descriptions of evidence relating to religions and/or religious groups and activity but with only a limited theoretical structure.

**16 – 20** Answers in this band will show very good sociological knowledge and understanding.

Lower in the band, candidates' answers will demonstrate a thorough and accurate knowledge on the set question and a very good understanding of a range of relevant empirical and theoretical material.

At this level possible answers might include:

- increasingly detailed and/or referenced accounts of religious groups and social change with concepts clearly understood and placed in context of the debate on religion in contemporary societies or,
- perspectives on religion clearly focused on the set question and linked to empirical evidence on religious belief and/or activity or,
- full and accurate descriptions of evidence relating to religious groups and activity and with a developed theoretical structure.

Higher in the band, the links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be detailed and the understanding of the debate and its complexities made explicit.

At this level possible answers might also include some of the following:

- understanding of the problematic nature of much of the evidence and arguments;
- more detailed knowledge and understanding of the complexity of cause and effect issues;
- a wider range of comparative material exploring and expanding on the question in a more global context, possibly including the role of religious fundamentalism and/or the challenges of postmodernists to established views on religion.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Marx, Weber, Durkheim, Herberg, Durkheim, Davie, Bruce, Bellah, Luckman, Troeltsch, Barker, de Beauvoir, Berger, Lyotard, Heelas, Giddens, Baudrillard, Waters, Gellner, Modood, Hall, Clegg, Bauman, Kumar.

**OR**

**6** “Religion may be an important way in which some social groups express their unity. However, it can also contribute to social divisions and social conflict.”

To what extent do sociological arguments and evidence support this view of religion?

*(40 marks)*

**Knowledge and Understanding****20 marks**

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

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

Lower in the band, candidates will present an answer based on a common sense understanding of religion rather than sociological arguments or evidence. There will be only a peripheral link to the question with little evidence that the candidate has understood either the question or the material offered in response to it.

Higher in the band, candidates may present a flawed account of knowledge on religion or belief in general. The answer is likely to be characterised by isolated or disjointed points that show very little understanding. The material is still likely to lack a clear focus and is unlikely to raise issues stemming from the question set. Conceptual terms will tend to be used imprecisely or inaccurately and meaning will be unclear.

At this level possible answers might include:

- some isolated points about belief and unity or,
- some flawed material from theories of religion.

**6 – 10** Answers in this band will show limited sociological knowledge and understanding.

Lower in the band, candidates will present knowledge on the set question which is likely to contain inaccuracies and some confusion in understanding. Knowledge is likely to be stronger than understanding. Answers at this level may contain significant amounts of irrelevant material.

At this level possible answers might include:

- a brief list of factors related to religious functions and harmony in contemporary society or,
- some disjointed but basically accurate material from one or more perspective(s) or,
- a list of examples of religion and unity, divisions or conflict.

Higher in the band, candidates will present an essentially descriptive account of sociological knowledge on the question. Answers will display a basic understanding of the material presented, although a few inaccuracies may still be present. There will be a limited understanding of the demands of the question set.

At this level possible answers might include:

- outlines of one or two studies, possibly Durkheim and Marx, timeless and focused more on the topic area than the question set, or,
- a more extensive list of factors related to religion, unity and/or divisions and conflict or,
- more coherent and accurate material from one or more perspective(s) but lacking empirical detail on divisions and conflict in contemporary society.

**11 – 15** Answers in this band will show reasonably good sociological knowledge and understanding.

Lower in the band, candidates may present accounts that are still somewhat generalised and descriptive and often narrowly focused.

At this level possible answers might include:

- more detailed descriptions of studies focused more on the topic area than the question set, possibly Durkheim, Parsons and Marx, with the question largely implicit or,
- a more extensive list of factors related to religion and unity and divisions or conflict and with a limited theoretical structure or,
- coherent and broadly accurate material from two or more perspectives but with only limited development on unity, divisions and conflict in contemporary society.

Higher in the band, candidates' answers will present an increased amount of appropriate empirical and/or theoretical detail, and will be increasingly accurate and organised. There will be evidence that theoretical debates are understood. Candidates will display a clear understanding of the demands of the set question.

At this level possible answers might include:

- more detailed descriptions of studies focused on the question set, but with a limited theoretical structure or,
- fuller and more accurate descriptions of factors related to or empirical examples of the relationship between religion, unity and divisions or conflict but with limited theoretical structure or,
- coherent and broadly accurate material from two or more perspectives, probably functionalism, Marxism and feminism, with more development on religion and unity, divisions and conflict in contemporary society.

**16 – 20** Answers in this band will show very good sociological knowledge and understanding.

Lower in the band, candidates' answers will demonstrate a thorough and accurate knowledge on the set question and a very good understanding of a range of relevant empirical and theoretical material.

At this level possible answers might include:

- increasingly full, accurate and wider descriptions of factors related to or empirical examples of the relationship between religion, unity, divisions and conflict and with a clear theoretical structure or,
- coherent and accurate material from a range of perspectives and with relevant concepts clearly understood, explored and discussed or,
- detailed and/or referenced accounts of studies on religion and unity, divisions and conflict with concepts and/or ideological issues accurately explored and clearly understood.

Higher in the band, the links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be more detailed and the understanding of the debate and its complexities made explicit.

At this level possible answers might also include some of the following:

- reference to the ideological nature of many of the arguments;
- the contradictory nature of much of the evidence;
- the complexity of the relationship between religious belief, harmony and conflict.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Marx, Durkheim, Malinowski, Weber, Berger & Luckman, Gramsci, Maduro, Turner, Parsons, O'Dea, Homans, Abbott & Wallace, Lyotard, Habermas, Bunting, Heelas, Mannheim, De Beauvoir, Giddens, Hall, Foucault.

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**SECTION C - WORLD SOCIOLOGY**

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**Total for this Section: 60 marks**

7

- (a) Identify and briefly explain **two** examples of environmental problems linked to development that might have a “transnational impact” **apart from** that referred to in **Item C**. *(8 marks)*

Two marks for each of two examples identified, such as:

- pollution causing acid rain which might affect other countries;
- cutting down rain forests;
- making changes to river flows and/or water supplies;
- allowing flora and fauna to be destroyed;
- being unable to cope with clearing up dirty or polluted plant or development, such as oil drilling equipment.

Two further marks for each of two brief explanations, such as:

- pollution causing acid rain which might affect other countries: developing countries might need to use the cheapest fuels available for home and industry and these might pollute the atmosphere causing acid rain which could affect other countries;
- cutting down rain forests: developing countries might seek a quick reward from timber reserves but the depletion of rain forests might affect global warming;
- making changes to river flows and/or water supplies: developing countries might divert a river for agricultural or other reasons, ignoring the effect this might have on people who live lower down the river’s path.

One mark for a partial explanation.

NB: transnational impact can be interpreted to be socio-political as well as physical and/or sociological.

(b) Briefly examine the view that development is inevitably damaging to the environment.  
(12 marks)

**0** No relevant points.

**1 – 4** Answers in this band will have only limited success in identifying, interpreting, analysing and/or evaluating material to meet the requirements of the question. There will be little evidence of relevant knowledge or understanding.

Lower in the band, one or two points may be made on development and/or the environment in general but there will be a tendency to recycle material from the Item without identifying specific issues or analysing possible evidence or explanations.

Higher in the band, one or two factors related to social and/or economic development and its impact on the environment may be identified and some possible but limited explanations may be suggested. Evaluation will be limited or non-existent.

**5 – 8** Answers in this band will have been reasonably successful in identifying, interpreting, analysing and evaluating material to meet the requirements of the question.

Lower in the band, this may be confined to a competent if basic account, for example of some of the evidence concerning neglect by groups, companies or governments that resulted in environmental disasters. These will be loosely linked to development. Answers will show a reasonable underlying knowledge and understanding. Some limited explicit evaluation may be offered.

Higher in the band, answers will be more developed, with a greater and more explicit use of the skills of identification, analysis and evaluation. Knowledge and understanding will be broader and/or deeper and will begin to identify a wider range of material, going beyond the Item.

There may be a tendency to present the material in a rather list-like manner, for example giving a more developed list of examples where development can be shown to have caused problems for the country concerned and/or the local population, for example by displacement or destruction of natural resources. There is likely to be an attempt to examine the Item and points made, with a couple of appropriate sociological arguments correctly interpreted. Alternatively there may be an attempt to give an extended list of points but with little analysis in terms of the question set.

**9 – 12** Answers in this band will be successful in identifying, interpreting, analysing and evaluating material to meet the requirements of the question. Analysis and evaluation will be explicit and relevant. Sociological knowledge will be conceptually detailed, showing an understanding of a range of sociological material, drawn from the Item and elsewhere.

Lower in the band, interpretation may be less selective or evaluation less developed and more list-like.

Higher in the band, interpretation will be more focused and evaluation more thorough, developed and explicit.

Answers will address a range of issues, though not necessarily to the same depth. Use of the Item is not required by this question. However, most answers may take the Item as a starting point, but at this level answers will need to go beyond this, possibly to consider aspects of the politics of development, such as the power of TNCs, and the relative powerlessness of some governments and different groups within developing societies. The nature of the role of outsiders may be considered and their attitudes to development. Priorities in development may also be considered and evaluated, for instance in considering

the trade off between development and environmental and social damage. The issue of inevitability will be addressed. Answers will identify and briefly analyse reasons or explanations for some of the points considered. There will be some explicit evaluation. However, not all of the factors mentioned above are necessary, even for full marks.

**EITHER**

**8** “What at first may seem like development too often results in dependency.”

To what extent do sociological arguments and evidence support this view of social and economic change in Third World countries? (40 marks)

**Knowledge and Understanding****20 marks**

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

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

Lower in the band, candidates will present an answer based on a common sense understanding of development rather than sociological arguments or evidence. There will be only a peripheral link to the question with little evidence that the candidate has understood either the question or the material offered in response to it.

Higher in the band, candidates may present a flawed account of knowledge on development or the Third World in general. The answer is likely to be characterised by isolated or disjointed points that show very little understanding. The material is still likely to lack a clear focus and is unlikely to raise issues stemming from the question set. Conceptual terms will tend to be used imprecisely or inaccurately and meaning will be unclear.

At this level possible answers might include:

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

**6 – 10** Answers in this band will show limited sociological knowledge and understanding.

Lower in the band, candidates will present knowledge on the set question which is likely to contain inaccuracies and some confusion in understanding. Knowledge is likely to be stronger than understanding. Answers at this level may contain significant amounts of irrelevant material.

At this level possible answers might include:

- a brief list of factors related to development or,
- some disjointed but basically accurate material from one or more perspective(s) or,
- a list of examples of successful projects from developing countries.

Higher in the band, candidates will present an essentially descriptive account of sociological knowledge on the question. Answers will display a basic understanding of the material presented, although a few inaccuracies may still be present. There will be a limited understanding of the demands of the question set.

At this level possible answers might include:

- outlines of one or two studies focused more on the topic area than the question set, possibly Rostow or Frank or,
- a more extensive list of factors related to development or,
- more coherent and accurate material from one or more perspective(s) but lacking detail on projects from developing countries.



**11 – 15** Answers in this band will show reasonably good sociological knowledge and understanding.

Lower in the band, candidates may present accounts that are still somewhat generalised and descriptive and often narrowly focused.

At this level possible answers might include:

- more detailed descriptions of studies focused more on the topic area than the question set, possibly Rostow, Frank and/or Hayter and with the question largely implicit or,
- a more extensive list of factors related to development and with a limited theoretical structure or,
- coherent and broadly accurate material from two or more perspective(s) but with only limited detail on examples from developing societies.

Higher in the band, candidates' answers will present an increased amount of appropriate empirical and/or theoretical detail, and will be increasingly accurate and organised. There will be evidence that theoretical debates are understood. Candidates will display a clear understanding of the demands of the set question.

At this level possible answers might include:

- more detailed descriptions of studies focused on the question set, but with a limited theoretical structure or,
- fuller and more accurate descriptions of factors related to development but with limited theoretical structure or,
- coherent and broadly accurate material from two or more perspective(s) and with more detail on examples from developing societies.

**16 – 20** Answers in this band will show very good sociological knowledge and understanding.

Lower in the band, candidates' answers will demonstrate a thorough and accurate knowledge on the set question and a very good understanding of a range of relevant empirical and theoretical material.

At this level possible answers might include:

- increasingly full, accurate and wider descriptions of factors related to development and with a clear theoretical structure or,
- coherent and accurate material from a range of perspectives and with concepts such as import substitution & export-led growth understood and discussed or,
- detailed and/or referenced accounts of studies on development with concepts and/or ideological issues accurately explored and clearly understood.

Higher in the band, the links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be more detailed and the understanding of the debate and its complexities made explicit.

At this level possible answers might also include some of the following:

- the ideological nature of many of the arguments;
- the impact of globalisation;
- arguments about the nature, measurement and process 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, Redclift, George, Kiely, Smith, Mouzelis.

**OR**

**9** “Whilst future global overpopulation remains a possibility, it is unlikely. Global development will almost certainly bring about a slowing of population growth as standards of living rise and cultures of developing countries change.”

To what extent do sociological arguments and evidence support this view? (40 marks)

**Knowledge and Understanding****20 marks**

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

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

Lower in the band, candidates will present an answer based on a common sense understanding of birth control rather than sociological arguments or evidence. There will be only a peripheral link to the question with little evidence that the candidate has understood either the question or the material offered in response to it.

Higher in the band, candidates may present a flawed account of knowledge on population trends or development in general. The answer is likely to be characterised by isolated or disjointed points that show very little understanding. The material is still likely to lack a clear focus and is unlikely to raise issues stemming from the question set. Conceptual terms will tend to be used imprecisely or inaccurately and meaning will be unclear.

At this level possible answers might include:

- some isolated points about demography or,
- some flawed material from theories of development.

**6 – 10** Answers in this band will show limited sociological knowledge and understanding.

Lower in the band, candidates will present knowledge on the set question that is likely to contain inaccuracies and some confusion in understanding. Knowledge is likely to be stronger than understanding. Answers at this level may contain significant amounts of irrelevant material.

At this level possible answers might include:

- a brief list of factors related to population growth or,
- some disjointed but basically accurate material from one or more perspective(s) or,
- a list of examples of measures taken to control populations.

Higher in the band, candidates will present an essentially descriptive account of sociological knowledge on the question. Answers will display a basic understanding of the material presented, although a few inaccuracies may still be present. There will be a limited understanding of the demands of the question set.

At this level possible answers might include:

- outlines of one or two studies focused more on the topic area than the question set, possibly Rostow or Malthus or,
- a more extensive list of factors related to development or,
- more coherent and accurate material from one or more perspective(s) but lacking detail on the relevance to population growth.

**11 – 15** Answers in this band will show reasonably good sociological knowledge and understanding.

Lower in the band, candidates may present accounts that are still somewhat generalised and descriptive and often narrowly focused.

At this level possible answers might include:

- more detailed descriptions of studies focused more on the topic area than the question set, possibly Rostow, Malthus and/or George and with the question largely implicit or,
- a more extensive list of factors related to the links between development and population growth and with a limited theoretical structure or,
- coherent and broadly accurate material from two or more perspectives but with only limited development on factors linking development and population growth.

Higher in the band, candidates' answers will present an increased amount of appropriate empirical and/or theoretical detail, and will be increasingly accurate and organised. There will be evidence that theoretical debates are understood. Candidates will display a clear understanding of the demands of the set question.

At this level possible answers might include:

- more detailed descriptions of studies focused on the question set, but with a limited theoretical structure or,
- fuller and more accurate descriptions of factors related to the links between development and population growth but with limited theoretical structure or,
- coherent and broadly accurate material from two or more of the perspectives and with more development on the links between development and population growth.

**16 – 20** Answers in this band will show very good sociological knowledge and understanding.

Lower in the band, candidates' answers will demonstrate a thorough and accurate knowledge on the set question and a very good understanding of a range of relevant empirical and theoretical material.

At this level possible answers might include:

- increasingly full, accurate and wider descriptions of factors related to the links between development and population growth and with a clear theoretical structure or,
- coherent and accurate material from a range of perspectives and with concepts such as neo-Malthusian, sustainable development and imperialism understood and discussed or,
- detailed and/or referenced accounts of studies on development and population growth with concepts and/or ideological issues accurately explored and clearly understood.

Higher in the band, the links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be more detailed and the understanding of the debate and its complexities made explicit.

At this level possible answers might also include some of the following:

- the ideological nature of many of the arguments;
- the unreliable and uncertain nature of much of the evidence;
- the usefulness of past models of development for future projections.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Bruntland Report, Schumacher, Beck, Rostow, Frank, Hayter, Sklair, Pearce et al, George, Foster-Carter, Navarro, Malthus, Ehrlich, Simons.

