



General Certificate of Education

Sociology 6191

SCY4 Power and Politics; Religion; World Sociology

Mark Scheme

2006 examination – June series

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.

SCY4

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.

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 – 16 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.

17 – 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 – 16 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.

17 – 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.

QUALITY OF WRITTEN COMMUNICATION FOR UNIT 4

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 – 16 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 17 – 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.

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

SECTION A: POWER AND POLITICS

If you choose this Section, answer Question 1 **and either** Question 2 **or** Question 3.

1

Total for this section: 60 marks

- | |
|--|
| (a) Identify and briefly explain some sociological criticisms of the views put forward by elite theorists.
<i>(8 marks)</i> |
|--|

0 No relevant points.

1 – 4 Answers in this band will have only limited success in identifying, interpreting and/or analysing material to meet the requirements of the question.

Lower in the band, limited success here will probably mean:

- one criticism will be identified from politics in general, but it will be confused and/or unfocused or,
- there may be a tendency to recycle material from the Item without identifying specific criticisms of elite theories. There will be no satisfactory explanation or,
- one criticism of elite theories will be identified, but there will be no satisfactory explanation offered.

Higher in the band, limited success here will probably mean:

- one criticism will be identified and some possible explanation will be given or,
- two criticisms of elite theories will be identified but without satisfactory explanations.

5 – 8 Answers in this band will have reasonable success in identifying, interpreting and/or analysing material to meet the requirements of the question.

Lower in the band, reasonable success here will probably mean:

- two or more criticisms of elite theories will be identified and some limited explanation that is generalised or is specific only to one criticism will be offered.
- three criticisms of elite theories will be identified, but with no satisfactory explanations offered.

Higher in the band, reasonable success here will probably mean:

- two criticisms of elite theories will be identified with brief and accurate explanations for each or,
- three or more criticisms of elite theories will be identified, but a brief explanation will be offered for only one of them.

Suitable criticisms could be:

- there is no evidence for the existence of coherent elites;
- the state prevents any one elite gaining overall power;
- groups such as pressure groups defend the rights of individuals and limit elite power;
- elite theories are based on misconceptions about the nature of power;
- in democracies all people have access to power through the ballot box.

Suitable brief explanations could be:

- There is no evidence for the existence of coherent elites: elite theories rest on assumptions about coherence and conspiracy among elite groups for which evidence is hard to find and that are impossible to prove.
- The state prevents any one elite gaining overall power: in most societies the mechanisms of the state, such as rules and legislation, would prevent any elite gaining undue power.
- Groups such as pressure groups defend the rights of individuals and limit elite power: it would be impossible for elites to take power at the expense of individuals as individuals have groups, such as pressure and interest groups, that defend their interests against those of other groups in society.

- (b) Using information from **Item A** and elsewhere, briefly examine the Marxist view that there is a ruling class in Britain today (**Item A**, lines 10 – 11). *(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 politics or class 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 a ruling class 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 be 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 arguments and/or evidence concerning the existence of a ruling class. 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 pieces of evidence about a ruling class or a fuller consideration of how a ruling class might operate. 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.

Candidates 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 accuracy of the statement in the Item in the light of some of the following points: the nature of class in today's society; evidence relating to the background of various groups in society such as politicians, judges, financial leaders, etc; consideration of the mechanisms that could help the development of a culture for a ruling class, such as private

education and selective universities; changes in society that might have prevented the emergence of a ruling class; consideration of the inevitability of Marx's theory; changes in the nature of capitalism; the nature of decisions and decision-making; alienation in today's society; Neo-Marxist and other alternative views. Answers will identify and briefly analyse reasons or explanations for some of the points considered. There will be some explicit evaluation.

Note: not all of the points mentioned above are necessary, even for full marks.

EITHER

2 ‘Voting is no longer a matter of loyalty to a social class. It is now a rational choice made by a consumer in a political market place.’

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

Knowledge and Understanding

(20 marks)

Candidates are expected to explore different theories or models of voting behaviour and attempt to support or refute these by reference to empirical evidence on voting.

Candidates may examine the extent to which social class is still a relevant factor in affecting voting choice, and compare and contrast this with other factors such as gender, economic status, party allegiance and loyalty, age, location, community and so on. The changing nature of politics and political action may be considered and the role of elections in bringing social change. In considering these issues the following sources or other suitable alternative ones may be used: Heath et al, Crewe, Butler & Stokes, Himmelweit et al, Giddens, Lash & Urry, Thrift & Johnson, Baudrillard, Gamble, Hutton, Pulzer, McKenzie & Silver, Sarlvick, Butler & Rose, Goldthorpe, Crewe & Thompson, Budge, Evans, Heath & Payne, Dunleavy & Husbands.

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 or social class 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 voting 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 behaviour or,
- some flawed material from theories of voting.

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 behaviour or,
- some disjointed but basically accurate material from one of the studies of voting behaviour or,

- an account of recent election results but with no coherent explanation.

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 et al or Crewe & Sarlvick or,
- a more extensive list of factors or empirical evidence related to voting behaviour or,
- a more coherent and accurate account of recent election results with limited explanation.

11 – 16 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 et al, Crewe & Sarlvick, Evans et al, etc. and with the question largely implicit or,
- a more extensive list of factors and empirical evidence related to voting behaviour, possibly focusing on social change, social class and/or the changing nature of politics and political action or,
- coherent and broadly accurate material on recent election results and analyses but with only limited links made to the question set.

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 the 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 and empirical evidence related to voting behaviour but with limited theoretical structure or,
- coherent and broadly accurate material on recent election results and analyses and with clear links made to the question set.

17 – 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 and empirical evidence related to voting behaviour. These could include social class, gender, age, ethnicity, social & economic status, party allegiance and loyalty. There will be a clear theoretical structure that focuses the material on the set question or,

- coherent and accurate material from recent elections analysed and linked to the question, possibly within the context of a wider debate on the changing nature of politics and political action or,
- detailed and/or referenced accounts of studies on voting behaviour with concepts and/or ideological issues accurately explored and clearly understood, and their relevance to society today made explicit.

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 debates on the nature of voting behaviour and political and social change and their complexities made explicit.

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

- comparisons with voting patterns and behaviour in other societies;
- understanding of the ideological nature of politics and political explanations;
- understanding of the complex and dynamic nature of decision-making and choice among the electorate.

OR**3** ‘To be successful, political movements must make effective use of the mass media.’To what extent do sociological arguments and evidence support this view of the role of the mass media in the political process today? *(40 marks)***Knowledge and Understanding***(20 marks)*

Candidates are expected to explore the role of the mass media in the political process and compare this to other factors that might influence political outcomes.

Candidates may focus almost exclusively on political parties and elections, or range more widely to examine the whole nature of political image and media focus. In so doing they may consider pressure and interest groups or other social and political movements and how they use the mass media. Approaches to this question may focus more on empirical material from recent elections or demonstrations or take a more theoretical view and consider theoretical models such as pluralism, Marxist manipulative and hegemonic approaches. In considering these issues the following sources or other suitable alternative ones may be used: Butler & Stokes, Himmelweit et al, Giddens, Baudrillard, Gamble, Hutton, Lyotard, Fraser, Hallsworth, Cohen & Rai, Callinicos, Gramsci, Curran, Negrine, Franklin.

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 or the mass media 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 the mass media 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 election campaigns or,
- some flawed material on the mass media.

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 the role and/or functions of the mass media in politics or,
- some disjointed but basically accurate material on recent election campaigns or,
- a brief list of different theoretical perspectives and their relationship to 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 Crewe or Giddens or,
- a more extensive list of factors related to the role and/or functions of the mass media or on recent election campaigns or,
- more coherent and accurate material on different theoretical perspectives and their relationship to political action.

11 – 16 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 Crewe, Giddens or Baudrillard, and with the question largely implicit or,
- a more extensive list of factors related to the role and/or functions of the mass media in politics and with a limited theoretical structure or,
- more coherent and accurate material on different theoretical perspectives and their relationship to political action and success.

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 the 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 and empirical evidence related to the role and/or functions of the mass media in politics and with a limited theoretical structure or,
- coherent and broadly accurate material on different theoretical perspectives and their relationship to political action and success.

17 – 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:

- detailed and/or referenced accounts of studies focused on the question set, and with a clear theoretical structure or,
- increasingly full, accurate and wider descriptions of factors and empirical evidence related to the role and/or functions of the mass media in politics and with a limited theoretical structure or,
- coherent and accurate material on a range of competing theoretical perspectives and their relationship to political action and success made explicit.

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 complexity of the debates on the nature of political action and decision-making and the role of the mass media made explicit.

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

- the increasingly globalised nature of much political action;
- understanding of the complexity of the political process and the hidden nature of much decision-making;
- comparisons with political action and the media in the USA or Europe.

SECTION B: RELIGION

4

Total for this section: 60 marks

- | |
|--|
| (a) Identify and briefly explain some of the ways in which religion could be said to ‘exert social control over the members of society’ (Item B , line 4). <i>(8 marks)</i> |
|--|

0 No relevant points.

1 – 4 Answers in this band will have only limited success in identifying, interpreting and/or analysing material to meet the requirements of the question.

Lower in the band, one or two points may be made on control or 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 points related to control and religion 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 reasonable success in identifying, interpreting and/or analysing material to meet the requirements of the question.

Lower in the band – reasonable success here will probably mean:

- two or more ways in which social control might be exerted through religion will be identified and some limited explanation that is generalised or is specific only to one way will be offered or,
- three ways in which social control might be exerted through religion will be identified but with no satisfactory explanations offered.

Higher in the band – reasonable success here will probably mean:

- two ways in which social control might be exerted through religion will be identified with brief and accurate explanations for each or,
- three or more ways in which social control might be exerted through religion will be identified but a brief explanation will be offered for only one of them.

Suitable ways could be:

- religion controls through a common set of beliefs;
- religion can be used as a weapon of fear;
- religious teaching can reinforce practices of control;
- religious laws are sacred and therefore more difficult to break;
- religion promotes an ideology that prevents people from realising they are being controlled;
- the internalisation of religious rules leads to a hidden form of control.

Note: candidates may address the question through the use of perspectives.

Suitable brief explanations could be:

- religion controls through a common set of beliefs: by providing a common set of beliefs religion helps to promote social order, stability and control. For example, in Britain the links between the state, the monarchy and religion have provided a form of control;
- religion can be used as a weapon of fear: there have been many instances where religious teaching has been used to promote fear in the population and where religious leaders have

used this to apply a form of control over the population – for example, the Taliban in Afghanistan;

- religious teaching can reinforce practices of control: religious teaching can reinforce aspects of control, for instance feminists have argued that the Church of England has in the past, through its practices and teachings, reinforced the control of women.

- (b) Using information from **Item B** and elsewhere, briefly examine the evidence and/or arguments in favour of the view that religion can act as a force for change in society.
(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 change or 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 points related to change and religion 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 social change and religion. 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 examples of religion promoting social change in society. 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.

Candidates 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 accuracy of the statement in the Item in the light of some of the following points: the nature of the relationship between religion and social change; classic explanations of this relationship, for instance Marxist, Weberian and/or feminist views; empirical evidence linking religious activity or leaders to the promotion of social change; the

nature of religion as a conservative force. Answers will identify and briefly analyse reasons or explanations for some of the points considered. There will be some explicit evaluation.

Note: not all of the factors mentioned above are necessary, even for full marks.

EITHER

5 Assess the nature and extent of secularisation in society today.

(40 marks)

Knowledge and Understanding

(20 marks)

Candidates are expected to explore both aspects of the question. In doing this they may consider the changing nature of religious belief and affiliation, the difficulties of measuring these and the changing nature of British society (or whichever society(ies) they choose in their answer).

Issues and concepts that may be considered will include statistical evidence, religiosity, individuation, religious pluralism, structural and social differentiation, disenchantment, subjectivisation, the growth of NRMs, and privatised religion. The theoretical backdrop to answers may consider a range of perspectives on the role of religion, including functionalist, Marxist, feminist and postmodernist. In considering these issues, the following sources or other suitable alternative ones may be used: Durkheim, Marx, Beyer, Heelas, Bruce, Davie, Barker, Weber, Comte, Martin, Wilson, Brown, Casanova, Bauman, Cohn, Berger & Kellner, Lenski, Herberg.

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 functions of religion or,
- some isolated points about postmodern society or,
- some flawed material on secularisation.

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 evidence on secularisation or,
- some disjointed but basically accurate material from one or more of the perspectives on religion.

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, probably Durkheim or Bruce or,
- some outlines of perspectives on religion with relevance to the question left largely implicit or,
- undeveloped lists of evidence relating to secularisation in society today.

11 – 16 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:

- outlines of two or three studies focused broadly on the question set or,
- some more developed accounts of perspectives on religion with some emerging relevance to the question or,
- more developed lists of evidence relating to secularisation in society today and with a basically accurate but limited theoretical structure.

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 the theoretical debate is understood. Candidates will display a clear understanding of the demands of the set question.

At this level, possible answers might include:

- increasingly detailed and/or referenced studies focused broadly on the question or,
- more developed accounts of different perspectives on religion clearly focused on the set question or,
- fuller and largely accurate descriptions of evidence relating to secularisation in society today and with an increasingly developed theoretical structure.

17 – 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 studies on religion and secularisation clearly focused on the question set, with concepts accurately explored and clearly understood or,
- a wide range of perspectives on religion clearly focused on the set question and linked to empirical evidence or,
- full and accurate descriptions of evidence relating to secularisation in society today and with a clearly 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:

- consideration of the problematic nature of much of the information on religion, religious belief and influence in society today;
- comparisons with religious belief and practice in countries other than Britain;
- greater understanding of the globalised nature of many of the issues in world religion today.

OR

<p>6 Assess the view that cults and sects inevitably turn into denominations and churches.</p>

(40 marks)

Knowledge and Understanding

(20 marks)

<p>Candidates are expected to explore a range of issues relating to the role, growth and development of sects, cults, denominations and churches.</p>

<p>They may also consider factors which affect growth and development, membership, ideologies, religious belief and participation in a wider societal context, and similarities and differences between various cults, sects and other religious movements. The usefulness of typologies may also feature in many answers. Better answers will include consideration of the likelihood of a unilinear path of development and the question of inevitability. In considering these issues the following sources or other suitable alternative ones may be used: Durkheim, Bruce, Marx, Wallis, Davie, Barker, Stark & Bainbridge, Weber, Cohn, Beyer, Huntingdon, Troeltsch, Brierly, Beckford, Wilson, Niebuhr.</p>

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 and/or religious organisations 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 religious organisations. 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 on sects or cults 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 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 religious organisations or,
- some disjointed but basically accurate material from one of the typologies of sects or,
- a list of examples of religious groups and their membership.

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 Wallis or Barker or,
- a more extensive list of factors or empirical evidence related to different religious groups and their memberships or,
- more coherent and accurate material from one of the typologies of sects.

11 – 16 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 Wallis, Barker and/or Wilson and with the question largely implicit or,
- a more extensive list of factors and empirical evidence related to different religious groups and their memberships, and with an emerging focus on the dynamic of the question but with a limited theoretical structure or,
- coherent and broadly accurate material from two or more of the perspectives but with limited explicit linkage to the set question.

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 the 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 and empirical evidence related to different religious groups, their roles and their memberships and with a clearer focus on the dynamic of the question but with a limited theoretical structure or,
- coherent and broadly accurate material from two or more of the perspectives and with some explicit linkage to the dynamic of the set question.

17 – 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 and empirical evidence related to different religious groups, their roles and their memberships and with a clear focus on the dynamic of the question. There will be a clear theoretical structure or,
- coherent and accurate material from a range of perspectives and with concepts such as relative deprivation, modernisation, secularisation, individualism and New Ageism and their relationship to the growth and development of sects and cults made explicit or,
- detailed and/or referenced accounts of studies on sects, cults and other religious organisations with concepts and/or ideological issues accurately explored and clearly understood and their relevance to the dynamic of the question made explicit.

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 debates on the development of sects and cults and their complexities made explicit.

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

- the difficulties with much of the evidence on religious belief, participation and organisation;
- the ideological nature of many of the arguments;
- the influence of global factors and their relevance to the debates.

SECTION C: WORLD SOCIOLOGY

7

Total for this section: 60 marks

- | |
|--|
| (a) Identify and briefly explain some of the ways in which development might produce ‘harmful or negative effects’ for society and/or for individuals (Item C , lines 9 – 10). (8 marks) |
|--|

0 No relevant points.

1 – 4 Answers in this band will have only limited success in identifying, interpreting and/or analysing material to meet the requirements of the question.

Lower in the band – limited success here will probably mean:

- one way will be identified from development issues in general but it will be confused and/or unfocused or,
- there may be a tendency to recycle material from the Item without identifying specific ways in which development could produce harmful effects. There will be no satisfactory explanation or,
- one way in which development could produce harmful effects will be identified but there will be no satisfactory explanation offered.

Higher in the band – limited success here will probably mean:

- one way in which development could produce harmful effects will be identified and some possible explanation will be given or,
- two ways in which development could produce harmful effects will be identified but without satisfactory explanations.

5 – 8 Answers in this band will have reasonable success in identifying, interpreting and/or analysing material to meet the requirements of the question.

Lower in the band – reasonable success here will probably mean:

- two or more ways in which development could produce harmful effects will be identified and some limited explanation that is generalised or is specific only to one way will be offered or,
- three ways in which development could produce harmful effects will be identified but with no satisfactory explanations offered.

Higher in the band – reasonable success here will probably mean:

- two ways in which development could produce harmful effects will be identified with brief and accurate explanations for each or,
- three or more ways in which development could produce harmful effects will be identified but a brief explanation will be offered for only one of them.

Suitable ways in which development could produce harmful effects could be:

- producing environmental damage;
- damaging the culture of a society;
- causing a loss of political or economic control;
- creating dependency on another society;
- being exploited by TNCs.

Suitable brief explanations could be:

- producing environmental damage: the need for development sometimes overrides the needs of the local environment and this can result in environmental damage or destruction, for example when land is flooded to build a dam.
- damaging the culture of a society: the development of industries such as tourism has often meant that local cultures are changed, damaged or destroyed because of the need to meet the demands of outside cultures.
- causing a loss of political or economic control: the need for investment from outside can mean that control over key financial matters is effectively handed to outside bodies such as the IMF or World Bank rather than remaining with the home government. This could also affect political decisions and a country's autonomy.

(b) Using information from **Item C** and elsewhere, briefly examine why some sociologists argue that economic measures do not give a satisfactory picture of development. (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 matters 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 points related to measures of development 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 factors related to measures of 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 identifying a number of different measures of development. 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.

Candidates 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 factors concerning the process of measuring development such as: the value measures place on factors such as literacy, education, health and other social indicators; distortions caused through reliance only on economic measures; hidden factors related to economic measures, such as the nature of the distribution of development. Candidates

may also consider measures such as the Quality of Life Index and assess their usefulness. Answers will identify and briefly analyse reasons or explanations for some of the points considered. There will be some explicit evaluation.

Note: not all of the factors mentioned above are necessary, even for full marks.

EITHER

8 Compare and contrast modernisation theory and dependency theory as explanations of development and under-development. *(40 marks)*

Knowledge and Understanding *(20 marks)*

Candidates are expected to explore the nature of development and the different explanations of development. Basic answers may outline the two approaches.

Candidates may explore a range of different strategies for development, including import-substitution and export-led development. The role of world agencies such as the IMF and World Bank, TNCs, NGOs and the role of aid may also feature in many answers. The views from the major perspectives may be compared with alternatives from the New Right, postmodernist and/or feminist authors. In answering this question, candidates may also refer to some of the following sources and/or relevant alternative ones: Frank, Rostow, Hayter, Sklair, Soros, Held, Robertson, Friedman, Mitter, Frobel, Allen, Harrison, Giddens, Hulme & Turner, Wallerstein, Beck, Redclift, George, Kiely, Smith, Mouzelis, Vidal.

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 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 one or more 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 developing countries or,
- some disjointed but basically accurate material from one or more of the perspectives or,
- a list of examples of links between developing countries and the developed.

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 with limited links to explanations for development or,
- more coherent and accurate material from one or more of the perspectives but lacking detail on under-development and strategies for development.

11 – 16 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 Giddens, Rostow or Frank and with the question largely implicit or,
- a more extensive list of factors and empirical evidence related to development and/or under-development and with a limited theoretical structure or,
- coherent and broadly accurate, but largely descriptive, material from the two perspectives, probably using Rostow and Frank, in a fairly uncomplicated juxtaposition.

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 the 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 and empirical evidence related to development and/or under-development but with a limited theoretical structure or,
- coherent and broadly accurate material from two or more perspectives and with some explicit linkage to issues stemming from explanations of development and/or under-development.

17 – 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 and empirical evidence related to different explanations of development and under-development. There will be a clear theoretical structure or,
- coherent and accurate material from a range of perspectives and with concepts such as dependency, import substitution, export-led, cultural hegemony, globalisation and their relationship to development and under-development understood and discussed or,

- detailed and/or referenced accounts of studies on development and under-development with concepts and/or ideological issues accurately explored and clearly understood and their relevance to strategies for development made explicit.

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 debates and their complexities made explicit.

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

- the complexity of the processes of development;
- the ideological nature of many of the arguments;
- the complex nature of the influence of economic and political power on states, transnational corporations and decision-making.

OR

9 ‘Populations in developing countries will grow rapidly over the next fifty years, leading to widespread famine and increased poverty.’

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

Knowledge and Understanding*(20 marks)*

Candidates are expected to explore the nature of development and its relation to issues such as population growth and poverty.

Candidates may consider the nature of demographic change and projections, the impact on these of future development and the likelihood of the outcome posited by the question. The questionable nature of many projections and the uncertainty of many of the factors may feature in some answers. Issues such as food supply, political influences, the role of various forms of aid, the pace of cultural and economic change and the roles of world agencies, TNCs and NGOs may also feature in many answers. In answering this question, candidates may also refer to some of the following sources and/or relevant alternative ones: Bruntland Report, Schumacher, Beck, Frank, Rostow, Sklair, Hayter, Pearce et al, Giddens, Foster-Carter, George, Navarro, Malthus, Ehrlich, Simons.

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 population control or poverty 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 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 population 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 and/or poverty or,
- some disjointed but basically accurate material from one or more of the perspectives.

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, probably Rostow or Malthus or,
- outlines of competing perspectives on development with relevance to the question left largely implicit or,
- undeveloped lists of evidence relating to development, population and poverty.

11 – 16 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 developed lists of studies focused more on the topic area than the question set, possibly Rostow, Malthus and/or George and with the question left largely implicit or,
- timeless but broadly accurate descriptions of theories of development with an emerging explicit relevance to aspects of the question or,
- a more extensive list of evidence relating to development and issues of population growth and/or poverty.

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 the theoretical debate is understood. Candidates will display a clear understanding of the demands of the set question.

At this level, possible answers might include:

- increasingly detailed and/or referenced studies of development with some explicit linkage to the question and with a limited theoretical structure or,
- full and accurate descriptions of evidence relating to population growth and poverty with some links to theoretical arguments made explicit or,
- a more developed and balanced approach to perspectives on development with some explicit linkage to the question.

17 – 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 studies of development with the issues raised by the question accurately explored and clearly understood and with a clear theoretical structure or,
- coherent and accurate material from a range of perspectives on development clearly focused on the set question and linked to empirical evidence on population growth and poverty or,
- full and accurate descriptions of evidence relating to population growth and poverty with concepts and terms such as Neo-Malthusian, sustainable development, globalisation and imperialism accurately explored and understood.

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 debates and their complexities made explicit.

At this level, possible answers might include, in addition to the points above:

- understanding of the ideological nature of the arguments;
- understanding of the implications of political issues in decisions on aid, trade and development;
- understanding of the uncertain and unreliable nature of much of the information on population projections.

ASSESSMENT GRIDS FOR A LEVEL SOCIOLOGY (6191) UNIT 4 (SCY4)

Power and Politics (Data Response)

	ASSESSMENT OBJECTIVES		
Questions	AO1	AO2	Total
1 a	0	8	8
1 b	4	8	12
Total	4	16	20

Power and Politics (Essays)

Candidates answer **one** question.

	ASSESSMENT OBJECTIVES		
Questions	AO1	AO2	Total
2	20	20	40
3	20	20	40
Total	20	20	40

Religion (Data Response)

	ASSESSMENT OBJECTIVES		
Questions	AO1	AO2	Total
4 a	0	8	8
4 b	4	8	12
Total	4	16	20

Religion (Essays)

Candidates answer **one** question.

	ASSESSMENT OBJECTIVES		
Questions	AO1	AO2	Total
5	20	20	40
6	20	20	40
Total	20	20	40

World Sociology (Data Response)

ASSESSMENT OBJECTIVES			
Questions	AO1	AO2	Total
7 a	0	8	8
7 b	4	8	12
Total	4	16	20

World Sociology (Essays)

Candidates answer **one** question.

ASSESSMENT OBJECTIVES			
Questions	AO1	AO2	Total
8	20	20	40
9	20	20	40
Total	20	20	40