



# **General Certificate of Education**

## **Sociology 6191**

**SCY4      Power and Politics; Religion;  
World Sociology**

## **Mark Scheme**

*2008 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.

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*Dr Michael Cresswell*, Director General.

**GUIDANCE NOTES IN THE USE OF GENERAL AND QUESTION SPECIFIC  
MARK SCHEMES FOR UNIT 4**

**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.

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**GENERAL MARK SCHEME FOR UNIT 4****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.

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**GENERAL MARK SCHEME FOR UNIT 4****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.

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**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

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, punctuation and grammar are accurate, so that meaning is clear.

The assessment criteria for quality of written communication apply to the assessment of Questions 1 (b), 4 (b) and 7 (b) and Questions 2, 3, 5, 6, 8 and 9. 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 – 9 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 10 – 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.



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

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### SECTION A: POWER AND POLITICS

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

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**Total for this section: 60 marks**

- |          |   |
|----------|---|
| <b>1</b> | (a) Identify and briefly explain some of the reasons why some voters may have ‘become disenchanted with the main political parties’ ( <b>Item A</b> , lines 2 – 3). <span style="float: right;"><i>(8 marks)</i></span> |
|----------|---|

**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 reason will be identified but it will be confused and/or unfocused or,
- there may be a tendency to recycle material from the Item without identifying specific reasons for disenchantment. There will be no satisfactory explanation or,
- one reason will be identified but there will be no satisfactory explanation offered.

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

- one reason will be identified and some possible explanation will be given or,
- two reasons for disenchantment 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 reasons for disenchantment will be identified and some limited explanation that is generalised or is specific only to one way will be offered.
- three reasons for disenchantment will be identified but with no satisfactory explanations offered.

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

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

Suitable reasons for disenchantment with the main political parties could be:

- general boredom with politics;
  - main parties seen as remote;
  - voters feeling that their issues are not being dealt with;
  - parties seen as becoming all the same;
  - voters want to protest so abandon main parties;
  - voters feeling that changes don’t happen;
  - direct action seen as more effective.
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Appropriate explanations could be:

- general boredom with politics: all politics is increasingly seen as boring and something that turns people away from voting or involvement with political parties or issues;
- main parties seen as remote: the main parties are seen as remote and detached from the average voter who might find smaller, sometimes locally organised parties more attractive;
- voters feeling that their issues are not being dealt with: many voters may feel that the main parties are ignoring their key issues and so vote for other parties that seem to give such policies more attention.

- (b) Using information from **Item A** and elsewhere, briefly examine the view that 'politics and elections in the United Kingdom are no longer just a two-party contest, based on social class' (**Item A**, lines 6 – 7). (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 voting or elections 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 politics and/or elections may be identified, for instance relating to past class alignments or the growth of nationalism, and some possible but limited explanations may be suggested. Evaluation will be limited or non-existent.

**5 – 9** Answers in this band will be reasonably successful in identifying, interpreting, analysing and/or 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 politics and elections. These may include some theories on voting behaviour or some reasons for socio-political changes. 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 factors affecting voting or political support, issues related to a multi-party system and/or social class, socio-political changes, international influences, 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.

**10 – 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 and consider issues such as the nature of political support and participation and the factors that influence them, changes in social class and its relevance to political support, the relationship between political parties and individuals, the changing nature of political action, global influences, social differentiation and multi-culturalism, etc. Answers will identify and briefly analyse reasons or explanations for some of the points considered. There will be some explicit evaluation.

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

**EITHER**

- 2** ‘With increasing globalisation, states are losing functions, power and influence in the contemporary political world.’

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

(40 marks)

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

Candidates are expected to consider the role of the state in the contemporary world. More modest approaches are likely to focus on describing the functions of a modern state, possibly discriminating between internal and external functions. Better candidates may take a more focused approach to the question, either accepting or challenging the quotation and considering evidence for and against the proposition. Such answers may deal with functions, power and influence but not necessarily all to the same depth of analysis.

In considering these issues the following sources or other suitable alternative ones may be used: Marx, Lukes, Parsons, Engels, Weber, Westergaard & Resler, Hewitt, Poulantzas, Althusser, Scott, Walby, Pateman, Gramsci, Hutton, Dunleavy & O’Leary, Miliband, Giddens, Friedman, Lyotard, Hall, Lash & Urry, Gray, Wolf, Callinicos, Klein.

**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 globalisation or the state 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 globalisation or the state. 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 globalisation or,
- some flawed material from theories on the power of the state.

**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:

- some disjointed but basically accurate material on globalisation or,
- a brief list of points related to the power of the state.

**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 theories or studies on the state but with the question left largely implicit or,
- a more extensive list of points or empirical evidence related to globalisation or,
- outlines of some theories of power based more on the topic area than the question set.

**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, if somewhat timeless, descriptions of theories or studies on the state with the question largely implicit or,
- a more extensive list of points and/or empirical evidence related to globalisation with only limited focus on consequences for the state or,
- coherent and broadly accurate material on theories of power with the question largely implicit.

**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:

- detailed accounts of studies or perspectives on aspects of the state clearly focused on the set question, though perhaps lacking balance or,
- a more extensive list of points and/or empirical evidence related to globalisation with emerging focus on consequences for the state or,
- coherent and broadly accurate material on theories of power and with clear links made to one dimension of the question set, though perhaps leaving others implicit.

**17 – 20** Answers in this band will show very good sociological knowledge and understanding.

**Lower in the band**, candidates' answers will demonstrate 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 accounts of studies on the state clearly focused on the set question or,
- coherent and accurate material relating to accounts of and empirical evidence on globalisation, clearly focused on consequences for the state or,
- full and accurate accounts of perspectives and/or theories related to aspects of the role of the state and with links to globalisation 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 political participation and effectiveness in society today made explicit.

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

- good understanding of the ideological nature of many of the arguments;
- good understanding of the challenges to ideas on globalisation;
- greater understanding of the subtleties and complexities of political processes in the world today.

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OR

- |  |
|--|
| <p><b>3</b> Compare pluralist and feminist explanations of the nature and distribution of power in society today. (40 marks)</p> |
|--|

**Knowledge and Understanding**

**20 marks**

Candidates are expected to consider both perspectives on the nature and distribution of power in society. The response from many candidates is likely to be imbalanced, with one of the perspectives considered in considerably more depth and detail than the other. Better candidates will deal with each in a more balanced manner, drawing out similarities and differences as appropriate. They may consider the roles of the state, political parties, pressure and interest groups, the nature of power, and processes such as representation and political decision-making. Comparisons with the views from other perspectives will emerge in better answers.

In considering these issues the following sources or other suitable alternative ones may be used: Giddens, Dahl, Hewitt, Urry & Wakeford, Lukes, Grant, Marsh, Westergaard & Resler, Oakley, Tong, Bryson, hooks, Firestone, Ortner.

**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 power 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 politics and/or power 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 types or sources of power or,
- some flawed material from theories of 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 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 nature or distribution of power or,
- a disjointed but basically accurate list of powerful groups in society or,
- a brief but disjointed outline of pluralist or feminist explanations.

**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 Dahl or Firestone or,
- a more extensive list of factors/empirical evidence related to the nature or distribution of power or,
- more coherent and accurate material from one or more of the named perspectives presented in a fairly timeless context.

**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, with the question largely implicit or,
- a more extensive list of factors and/or empirical evidence related to the nature or distribution of power and with a limited theoretical structure or,
- coherent and broadly accurate material from pluralist, feminist and possibly other perspectives and with some limited linkage with society today.

**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, from each of the named perspectives, 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 nature and distribution of power in society today but still with a fairly limited theoretical structure or,
- coherent and broadly accurate material from pluralist, feminist and possibly other perspectives and with greater development on linkage with society today.

**17 – 20** Answers in this band will show very good sociological knowledge and understanding. To get into this band candidates must deal with both perspectives and both the nature and distribution of power, though not necessarily in a balanced manner.

**Lower in the band**, candidates' answers will demonstrate 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, with concepts and ideological issues accurately explored and clearly understood and with a clear theoretical structure or,
- increasingly full, accurate and wider descriptions of factors and empirical evidence related to the nature, sources, types and the distribution of power. There will be a clear theoretical structure that focuses the material on the set question or,
- coherent and accurate material from pluralist, feminist and possibly other perspectives. Concepts such as ideology, patriarchy, elitism, gender, oligarchy and their relationship to power and decision-making will be 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 complexity of the debates on the power and influence in modern politics made explicit.

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

- greater understanding of the influence of global factors and their relevance to the debates;
- greater knowledge and understanding of the subtleties and distinctions between different feminist and pluralist views;
- a wider range of knowledge of relevant empirical evidence.

## SECTION B: RELIGION

If you choose this Section, answer Question 4 **and either** Question 5 **or** Question 6.

**Total for this section: 60 marks**

- 4** (a) Identify and briefly explain some of the problems in measuring the extent of religious belief in society today. *(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 problem will be identified but it will be confused and/or unfocused or,
- there may be a tendency to recycle material from the Item without identifying specific problems of measuring belief. There will be no satisfactory explanation or,
- one problem will be identified but there will be no satisfactory explanation offered.

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

- one problem will be identified and some possible explanation will be given or,
- two problems 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 problems will be identified and some limited explanation that is generalised or is specific only to one way will be offered.
- three problems will be identified but with no satisfactory explanations offered.

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

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

Suitable problems could be that:

- people see religious beliefs as a private matter;
- statistics from religious organisations are unreliable;
- opinion poll evidence contradicts other evidence on belief;
- there is no official record of belief in the population;
- people seem less involved in religious matters today but may still believe;
- difficult to measure belief separate from other aspects of religiosity;
- membership or attendance at a religious organisation may not signify belief.

Appropriate brief explanations could be:

- people see religious beliefs as a private matter: people see their beliefs as private and personal and are unwilling to tell others, including researchers about them;
- statistics from religious organisations are unreliable: records often rely on headcounts taken on special days of the year – eg Easter Sunday – and do not give a true reflection of membership or belief and/or organisations have an interest in inflating the figures;
- opinion poll evidence contradicts other evidence on belief: opinion polls usually show high percentages of the population saying they believe in a God. This contradicts other evidence that indicates a decline in belief.

- (b) Using material from **Item B** and elsewhere, briefly examine the view that ‘conservative or orthodox or traditionalist movements’ have become more significant and have increased their influence in the world today (**Item B**, lines 6 – 8). *(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 points related to religious activity/belief or traditionalist movements may be identified and some possible but limited explanations may be suggested. Evaluation will be limited or non-existent.

**5 – 9** Answers in this band will have been reasonably successful in identifying, interpreting, analysing and/or 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 two or three points related to religious organisations and practice, for instance identifying some different examples of traditionalist or conservative movements or outlining the secularisation debate. 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 traditionalist religious movements and issues to which they were opposed. 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 religious activity, possibly relating to fundamentalism, but with little analysis in terms of the question set, for instance restricting the answer to the United Kingdom.

**10 – 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. Many candidates may take the Item as a starting point and consider issues relating to religious

practice/belief in a global context. In many cases this may take the form of identifying a wider range of conservative or orthodox or traditionalist movements and issues than seen in the 5 – 9 band or providing fuller and more developed examples. Points considered may include the claimed decline of many traditional religions; the rise of alternative forms of religious organisation; the role of the Catholic Church and the Church of England; fundamentalism; the role and influence of orthodox groups, sects and cults; attitudes towards abortion, homosexuality, education, poverty, war and conflict. Evidence from countries other than the United Kingdom will feature in answers in this band. Theoretical aspects may stem from Marxist, functionalist, New Right, feminist and/or postmodernist views on the role of religion in contemporary society. Answers will identify and briefly analyse reasons or explanations for some of the points considered. There will be some explicit evaluation.

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

**EITHER**

- |   |
|---|
| <p><b>5</b> Assess the view that religion was once mainly a conservative influence but today is more of a force for social change. (40 marks)</p> |
|---|

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

Candidates are expected to explore the nature of the relationships between religion and the ideas and forces within society that inhibit or bring about social change. Many candidates may see this as a straightforward juxtaposition between the views from Marxist, functionalist and Weberian perspectives. In many cases these will be presented in a fairly timeless manner. Better answers will include a wider range of perspectives and introduce empirical evidence from, for instance, liberation theology in South America, or consider the impact of different religious movements on social change in the USA, South Africa, Northern Ireland, Iran, Iraq, Afghanistan, the UK etc.

In considering these issues the following sources or other suitable alternative ones may be used: Marx, Weber, Engels, Durkheim, Davie, Bruce, Bellah, Berger, Giddens, Baudrillard, Waters, Gellner, Clegg, Modood, Bauman, Kumar, de Beauvoir, Luckman, Heelas.

**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 social change 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 religion and social change or,
- some flawed material from one of the perspectives on 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 points related to the functions of religion or,
- a brief list of examples of social changes loosely linked to religious organisations or,
- some disjointed, basically accurate but timeless and stateless material from one 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, possibly Weber or Durkheim, with the answer focused more on the topic area than the question set or,
- a more extensive list of points related to the functions of religion, including social change or,
- more coherent and accurate material from one or more of the perspectives, but with limited focus on the question set.

**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:

- timeless and stateless but broadly accurate studies of religion and social change, probably Marx, Weber and Durkheim or,
- a more extensive list of points related to functions of religion, with more focus on social change and/or religion as a conservative force and with a limited theoretical structure or,
- coherent and broadly accurate material from two or more of the perspectives, but with only limited recent empirical development on 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 debate is 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 or empirical examples related to religion and social change or conservatism which do attempt to address the time dynamic of the question or,
- coherent and broadly accurate material from two or more of the perspectives, and with more recent empirical development on 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 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 on the relationship between religion and social change with concepts clearly understood and placed in the context of a clear time dimension;
- increasingly full and accurate descriptions of factors and/or empirical examples related to religion and social change and conservatism which address the time dynamic of the question. There will be a clear theoretical structure;
- coherent and accurate material from a range of perspectives, linked to empirical evidence on religion and social change and conservatism. Issues will be discussed 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 detailed and the understanding of the debates and their complexities made explicit.

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

- greater understanding of the globalised nature of many of the issues in world religion today;
- a more detailed exploration of post-modernist views on the role and relevance of religion in contemporary society;
- greater understanding of the problematic nature and complexity of the links between belief systems, political and social changes.

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**OR**

- 6** Evaluate postmodernist explanations of the role and functions of religion in contemporary society.  
(40 marks)

**Knowledge and Understanding**

**20 marks**

Candidates are expected to consider the nature of religious belief today and postmodernist explanations of religious belief and practice. For many candidates this may involve recounting the works of one or two writers on post-modernity, such as Bauman or Giddens. Better candidates may take a more conceptual approach and focus more on the changing role and functions of religion. In this respect concepts such as reflexivity, disembedding, the influence of consumerism, the privatisation of morality and the pick and mix nature of belief may be discussed. Contrasts with the views from other perspectives may be drawn.

In considering these issues the following sources or other suitable alternative ones may be used: Marx, Engels, Durkheim, Bruce, Berger, Giddens, Baudrillard, Beckford, Lyon, Modood, Bauman, Kumar, Luckman, Heelas.

- 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 or post-modernity in general 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 post-modernity. 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 post-modern society or,
- some flawed material from postmodernist 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 points related to post-modern society and religious practice or,
- some disjointed but basically accurate material from one of the perspectives or,
- a flawed/partially inaccurate outline of a postmodernist study on religion or,
- a brief list of functions of religion with little or no reference to postmodernist views.

**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:

- a more extensive list of points related to post-modern society and religious practice or,
- a limited but accurate outline of some postmodernist views on religion or,
- an accurate outline of a postmodernist study of religion or,
- a more extensive list of factors on the role and functions of religion, but still with little reference to postmodernist views.

**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:

- a more extensive list of points related to post-modern society and religion and with some explicit links made to the question or,
- a fuller, coherent and broadly accurate description of some postmodernist views on religion or,
- a more accurate and detailed description of a postmodernist study of religion or,
- an extensive list of factors on the role and functions of religion with a minimal reference to postmodernist views.

**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:

- an extensive list of points relating to post-modern society and religion, with explicit links made to the question but with a limited theoretical structure or,
- fuller, coherent and accurate descriptions of some postmodernist and some other views on religion with a clearer focus on the question set or,
- accurate and detailed descriptions of two or more postmodernist studies of religion.

**17 – 20** Answers in this band will show very good sociological knowledge and understanding.

**Lower in the band**, candidates' answers will demonstrate 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 with concepts and/or ideological issues accurately explored and clearly understood or,
- coherent and accurate material from a range of perspectives and with relevant concepts clearly understood and discussed or,
- increasingly full, accurate and wider descriptions of points relating to post-modern society and religion, with a clear theoretical structure and clearly focused on the question set.

**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 how people experience and express their religious beliefs and the complexities of these processes made explicit.

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

- greater understanding of the complexity of the arguments and evidence available on religious belief and practice and of the difficulties of interpretation;
- greater knowledge and understanding of relevant issues and evidence from a global perspective;
- greater understanding of relevant political and ideological factors in the debates.

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## SECTION C: WORLD SOCIOLOGY

If you choose this Section, answer Question 7 **and either** Question 8 **or** Question 9.

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**Total for this section: 60 marks**

- 7** (a) Identify and briefly explain some of the reasons why NGOs may have ‘many advantages over governmental organisations’ in providing help in the processes of development (**Item C**, lines 12 – 13). (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 reason will be identified but it will be confused and/or unfocused or,
- there may be a tendency to recycle material from the Item without identifying specific reasons why such organisations have advantages. There will be no satisfactory explanation or,
- one reason will be identified but there will be no satisfactory explanation offered.

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

- one reason will be identified and some possible explanation will be given or,
- two reasons 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 reasons will be identified and some limited explanation that is generalised or is specific only to one way will be offered or,
- three reasons will be identified but with no satisfactory explanations offered.

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

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

Suitable reasons could be that they:

- are non-political;
- are small scale;
- attract public sympathy;
- have on-the-ground local knowledge;
- have the ability to move quickly/are less bureaucratic.

Appropriate brief explanations could be that they:

- are non-political: the fact that they do not engage in narrow politics means that many NGOs are more acceptable to the people they are trying to help than governments would be;

- are small scale: being small-scale enables many NGOs to be flexible in their approach to development problems in ways that government agencies cannot match;
- attract public sympathy: because they are not involved with governments, NGOs can raise money and attract public sympathy for causes in ways which governments cannot.

- (b) Using material from **Item C** and elsewhere, briefly examine why some sociologists see TNCs as an unhelpful force in the processes 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 or TNCs 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 the work of TNCs may be identified and some possible but limited explanations may be suggested. Evaluation will be limited or non-existent.

**5 – 9** 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 two or three pieces of evidence and/or arguments concerning the nature of the role played by TNCs, for instance concerning investment, employment or trade. 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 negative effects of some TNCs, such as the exploitation of countries and individuals, loss of manufacturing jobs in developed countries, TNCs having too much power, lack of accountability, 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.

**10 – 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 and/or arguments concerning the nature and progress of development and the role of TNCs. These may include the nature of capitalist enterprises, accountability factors, exploitation issues, cultural threats, volatility, trust, investment issues,

etc. Better answers will recognise positive as well as negative influences from TNCs. Answers will identify and briefly analyse reasons or explanations for some of the points considered. There will be some explicit evaluation.

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



**EITHER**

- 8** 'Indicators from areas such as work, politics, education and health show that women's experience of development and under-development is often worse than that of men.'

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

(40 marks)

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

Candidates are expected to explore the experiences of men and women in the process of development. Many candidates may see this question as an opportunity to agree with the quotation and list apparent disadvantages suffered by women. Better candidates will take a more rigorous look at the arguments and evidence, considering indicators from economic, political, social and cultural aspects of development and place these in a context of social change over time. A theoretical structure in poorer answers will probably locate disadvantage as a consequence of dependency. Better answers may consider a range of theoretical views and discuss issues such as gender empowerment, the role of TNCs, marginalisation and exploitation.

In this question, candidates may also refer to some of the following sources and/or relevant alternative ones: Leghorn & Parker, Illich, Abbott & Wallace, Clarkson et al, Leonard, Francis, Mies, Pearson, Cohen & Kennedy, Elson & Pearson, Frank, Rostow.

**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 gender 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 disadvantage 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 points related to disadvantage or,
- some disjointed but basically accurate material from one or more of the perspectives but with relevance to the question left implicit or,

- a brief list of examples of gender roles in developing societies with the question left largely implicit.

**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:

- a more extensive list of points related to disadvantage and gender or,
- outlines of one or two studies focused more on the topic area than the question set, possibly Frank or Illich or,
- a more extensive list of examples of gender roles in developing societies, but still with the question left largely implicit.

**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:

- a more extensive list of points and/or empirical evidence related to disadvantage and gender and with a limited theoretical structure or,
- more detailed descriptions of studies focused more on the topic area than the question set, with the question largely implicit or,
- consideration of some examples or case studies illustrating development and gender roles with links to the question set, but with a 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 debates are understood. Candidates will display a clear understanding of the demands of the set question.

At this level possible answers might include:

- fuller and more accurate accounts of points and empirical evidence related to disadvantage and gender but still with a somewhat limited theoretical structure or,
- more detailed descriptions of studies focused on the question set, but still with a somewhat limited theoretical structure or,
- fuller and/or deeper consideration of a range of examples or case studies illustrating gender roles and development and/or underdevelopment and but still with a somewhat limited theoretical structure.

**17 – 20** Answers in this band will show very good sociological knowledge and understanding.

**Lower in the band**, candidates' answers will demonstrate 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 points and empirical evidence related to disadvantage and gender. These may include consideration of the gender development index, the gender empowerment measure, health measures, economic indicators, etc or,
- coherent and accurate material from a range of perspectives and with terms, organisations and concepts such as dependency, neo-colonialism, patriarchy, ascribed and achieved

statuses and their relationship to development, under-development and gender understood and discussed or,

- consideration of a range of examples or case studies illustrating gender roles and development and/or underdevelopment with their implications for the question made explicit. There will be a clear 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 more detailed and the understanding of the debates on the nature of development and how it should be measured made explicit.

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

- greater knowledge and understanding of the complexities of the processes of development and their effects;
- greater understanding of different feminist approaches to development;
- awareness of some of the political issues that form a backdrop to many social and cultural actions and decisions in the relationships between poor countries and rich countries, TNCs, etc.

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**OR**

- 9** Evaluate explanations of development and under-development put forward by dependency theorists. (40 marks)

**Knowledge and Understanding**

**20 marks**

Candidates are expected to explore the concepts of development and underdevelopment and consider the explanations for each offered by dependency theorists. Many candidates will no doubt offer an account of this perspective in a simple juxtaposition with modernisation theory, with the works of Frank and Rostow featuring heavily in such answers. Better candidates will explore the nature of the concepts and explanations of them from a variety of perspectives. The changing nature of development with the influences of globalisation may feature in some of the better answers.

In answering this question, candidates may also refer to some of the following sources and/or relevant alternative ones: Rostow, Sklair, Hayter, Frank, Kennedy, Friedman, Roberts, Cohen, Roxborough, Foster-Carter, Kiely, Giddens, Harris, Jenkins, Martell, Soros, Wolf, Meadows, Dobson, Wallerstein, Laclau.

- 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 and/or dependency theory 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 global development 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:

- some definitions of development and underdevelopment or,
- a brief list of points related to development or underdevelopment issues or,
- some disjointed and partially inaccurate material from one or more of the perspectives but with relevance to the question left implicit.

**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:

- a more extensive list of points related to development issues or,
- outlines of one or two studies or perspectives focused more on the topic area than the question set, probably Rostow or Frank or,
- some brief examples of successful and/or unsuccessful 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:

- a more extensive list of points and empirical evidence related to development issues and with a limited theoretical structure or,
- timeless but broadly accurate descriptions of theories of development, probably in a simple juxtaposition, with an emerging relevance to aspects of the question or,
- a more extensive list of evidence or examples relating to development and/or underdevelopment but with a 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 debates are understood. Candidates will display a clear understanding of the demands of the set question.

At this level possible answers might include:

- fuller and more accurate descriptions of points and empirical evidence related to development and underdevelopment issues and still with a limited theoretical structure or,
- accurate accounts of dependency, modernisation and possibly other perspectives on development and underdevelopment with greater focus on the question set or,
- consideration of a greater range and depth of evidence and examples relating to development and/or underdevelopment but still with a limited theoretical structure.

**17 – 20** Answers in this band will show very good sociological knowledge and understanding.

**Lower in the band**, candidates' answers will demonstrate 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 points and empirical evidence related to development and underdevelopment with a clear theoretical structure or,
- coherent and accurate material from a range of perspectives and with concepts such as dependency, globalisation cultural hegemony, and organisations such as the IMF and World Bank and their relationship to development and underdevelopment understood and discussed or,
- consideration of a range of examples of development strategies and empirical examples of development and the adequacy of theories of development in explaining the processes and issues involved. Issues such as push-pull factors and urbanisation, the role of TNCs, unemployment, hegemony, control factors, debt and interest repayments might be considered.

**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 include, in addition to the points above:

- greater knowledge of political aspects of the questions and issues of power locally and globally;
- greater understanding of complexities in the process of development and awareness that few aspects are simple or straightforward;
- greater understanding and consideration of the issues in terms of developed as well as developing nations.

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**ASSESSMENT GRIDS FOR UNIT 4 (SCY4)**
**Power and Politics (Data Response)**

|                  | <b>ASSESSMENT OBJECTIVES</b> |            |              |
|------------------|------------------------------|------------|--------------|
| <b>Questions</b> | <b>AO1</b>                   | <b>AO2</b> | <b>Total</b> |
| 1 a              | 0                            | 8          | 8            |
| 1 b              | 4                            | 8          | 12           |
| <b>Total</b>     | 4                            | 16         | 20           |

**Power and Politics (Essays)**

Candidates answer **one** question.

|                  | <b>ASSESSMENT OBJECTIVES</b> |            |              |
|------------------|------------------------------|------------|--------------|
| <b>Questions</b> | <b>AO1</b>                   | <b>AO2</b> | <b>Total</b> |
| 2                | 20                           | 20         | 40           |
| 3                | 20                           | 20         | 40           |
| <b>Total</b>     | 20                           | 20         | 40           |

**Religion (Data Response)**

|                  | <b>ASSESSMENT OBJECTIVES</b> |            |              |
|------------------|------------------------------|------------|--------------|
| <b>Questions</b> | <b>AO1</b>                   | <b>AO2</b> | <b>Total</b> |
| 4 a              | 0                            | 8          | 8            |
| 4 b              | 4                            | 8          | 12           |
| <b>Total</b>     | 4                            | 16         | 20           |

**Religion (Essays)**

Candidates answer **one** question.

|                  | <b>ASSESSMENT OBJECTIVES</b> |            |              |
|------------------|------------------------------|------------|--------------|
| <b>Questions</b> | <b>AO1</b>                   | <b>AO2</b> | <b>Total</b> |
| 5                | 20                           | 20         | 40           |
| 6                | 20                           | 20         | 40           |
| <b>Total</b>     | 20                           | 20         | 40           |

**World Sociology (Data Response)**

|                  | <b>ASSESSMENT OBJECTIVES</b> |            |              |
|------------------|------------------------------|------------|--------------|
| <b>Questions</b> | <b>AO1</b>                   | <b>AO2</b> | <b>Total</b> |
| 7 a              | 0                            | 8          | 8            |
| 7 b              | 4                            | 8          | 12           |
| <b>Total</b>     | 4                            | 16         | 20           |

**World Sociology (Essays)**

Candidates answer **one** question.

|                  | <b>ASSESSMENT OBJECTIVES</b> |            |              |
|------------------|------------------------------|------------|--------------|
| <b>Questions</b> | <b>AO1</b>                   | <b>AO2</b> | <b>Total</b> |
| 8                | 20                           | 20         | 40           |
| 9                | 20                           | 20         | 40           |
| <b>Total</b>     | 20                           | 20         | 40           |