



General Certificate of Education June 2011

Sociology **2191**

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

Unit 3

<i>Mark Scheme</i>

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

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

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QUALITY OF WRITTEN COMMUNICATION

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

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

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

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

18 mark questions – QWC refers to AO2 marks only

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

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

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

INDICATIVE CONTENT AND RESEARCH IN THE MARK SCHEMES

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

33 mark questions – QWC refers to AO2 marks only

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

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

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

Section A: Beliefs in Society

Total for this section: 60 marks

0	1
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Identify and briefly explain three characteristics of religious fundamentalism. (9 marks)
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One mark for each of **three** characteristics identified such as:

- a belief that theirs is the only true vision of the world
- a belief in the literal truth of texts
- resistance to change
- intolerance
- a reliance on guardians of tradition
- a detestation of modernity
- avoidance of dialogue and interaction with those who disagree with them.

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

- A belief that theirs is the only true vision of the world: fundamentalists believe that their vision of the world is the only valid one and deny the authenticity of alternative visions.
- A belief in the literal truth of texts: fundamentalists believe that what is written in their sacred texts is literally true and not a story – eg creationists believe that God created the world in seven days and do not believe in scientific explanations of the creation of the world.
- Resistance to change: fundamentalists want a return to the basics of their faith and tend to views that are resistant to religious and social change, as these can be seen as a threat to their beliefs and way of life.

One mark only for each of **three** partially satisfactory answers.

0 2

Using material from **Item A** and elsewhere, assess the view that religion is a force for social change. (18 marks)

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

0 No relevant points.

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

Lower in the band, one or two very limited points may be made on religion and social change and/or stability. Knowledge may be flawed and there will be little evidence that the candidate has understood either the question or the material in response to it.

Higher in the band, there will be a limited understanding of the demands of the question set. The candidate may present some limited knowledge on religion and social change and/or stability. Understanding of the set question and/or the material presented in response will be more explicit and more sociological; for example, a competent if basic and descriptive account of some Marxist or functionalist views on religion and social change.

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

Lower in the band, answers will show reasonable knowledge and understanding of some sociological material on the relationship between religion and social change. There may be a tendency to present material in a list-like manner, for example describing two or three case studies linking religion and social change. Alternatively, candidates may present slightly fuller and more developed accounts from two or more of the perspectives on religion and social change.

Higher in the band, knowledge will be broader and/or deeper and more conceptually detailed and answers will show an understanding of a range of sociological material on the relationship between religion and social change. Material will be drawn from Item A and elsewhere. This may include concepts and issues such as: secularisation; fundamentalism; spiritual shopping; pick and mix religion; new religious movements; globalisation; social solidarity; anomie; status quo; false class consciousness; liberation theology; patriarchy; oppression; predestination; theodicies; etc. Sources may include Marx; Weber; Durkheim; Parkin; Gramsci; Aldridge; Kautsky; MacGuire; Thompson; Marshall; Berger; Maduro; etc.

Note: Refer to General Mark Scheme A for AO2 marks

(12 marks)

0 3

Assess the view that secularisation has been a feature only of modern European societies. (33 marks)

AO1: Knowledge and Understanding

(15 marks)

0 No knowledge or understanding relevant to the set question.

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

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

- isolated or disjointed statements about religiosity or
- some flawed material on religious practice.

Higher in the band, candidates will present knowledge on the processes of secularisation that is incomplete or flawed. However, candidates' understanding of both the set question and the material presented as an answer will be marginally more explicit and more sociological than those lower in the band. At this level answers might include:

- a very brief list of evidence relating to secularisation or
- some incomplete or flawed account from perspectives on religious belief and practice.

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

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

- undeveloped lists of evidence relating to secularisation and/or religiosity or
- brief, descriptive and accurate accounts of one or two studies of secularisation or
- outlines of one or two perspectives on the processes of secularisation, with relevance to the question left largely implicit.

Higher in the band, candidates will present a fuller though possibly still unbalanced response to the question. Answers may still be somewhat descriptive or narrowly focused, for instance dealing only with the United Kingdom or focusing on empirical rather than theoretical aspects. At this level answers might include:

- a more developed list of evidence related to the processes of secularisation, but with a limited theoretical structure or
- a largely accurate and more developed list of studies of secularisation, but with a limited theoretical structure or
- a coherent and broadly accurate account from two or more perspectives on the processes of secularisation.

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

Lower in the band, candidates will begin to demonstrate an increasingly accurate and detailed knowledge and understanding of both the theoretical and empirical aspects of the question and of the links between them. However, answers may show less balance between empirical and theoretical material or in the attention paid to different aspects of the question. Concepts and issues such as believing without belonging; fundamentalism; rationalisation; disengagement; ecumenicalism; secularisation in the USA; European exceptionalism; use of other religions; spiritual shopping, pick and mix religions; religiosity; holistic milieu; structural differentiation; cultural defence and transition will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of evidence relating to the processes of secularisation, but still with some limitations in the theoretical structure or
- more developed and broadly accurate accounts of studies of secularisation, but still with some limitations in the theoretical structure or
- more coherent and broadly accurate accounts from a range of perspectives on the processes of secularisation.

Higher in the band, candidates will address the question in a more balanced manner. The theoretical structure of the answer will be clear and coherent and links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be more detailed and understanding of the debates and their complexities made explicit. At this level answers might be expected to be more developed and detailed versions of the lower in the band answers and/or show:

- greater knowledge and understanding of a range of comparative empirical evidence or
- greater knowledge and understanding of ideological aspects of the debates or
- greater knowledge and understanding of the problematic nature of measuring the extent and/or the influences of religious beliefs in society today.

NB: Candidates will be rewarded at all levels for an understanding of the connections between the issues raised in this question and the nature of sociological thought, methods of sociological enquiry, and the core themes (socialisation, culture and identity; and social differentiation, power and stratification).

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Durkheim; Marx; Engels; Weber; Malinowski; Herberg; Bruce; Bird; Wilson; Berger; Glock and Bellah; Giddens; Davie; Bauman; Herberg; Bellah; Roof and McKinney; Hamilton; Scharf; Warner; Greeley; Nelson; Heelas et al; Thompson; Wallis; Norris and Inglehart.

Note: Refer to General Mark Scheme for AO2 marks

(18 marks)

0 4

Assess the view that new religious movements are mainly for the middle classes and the young. (33 marks)

AO1: Knowledge and Understanding**(15 marks)**

0 No knowledge or understanding relevant to the set question.

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

Lower in the band, candidates will present an answer based on very limited knowledge and understanding of religion or age or social class and belief rather than based on sociological arguments or evidence. There will be only a peripheral link to the question. At this level there will be little evidence that the candidate has understood either the question or the material in response to it. At this level answers might include:

- isolated or disjointed statements about age or class and religion or
- some flawed material on new religious movements.

Higher in the band, candidates will present knowledge on new religious movements that is incomplete or flawed. However, candidates' understanding of both the set question and the material presented as an answer will be marginally more explicit and more sociological than those lower in the band. At this level answers might include:

- a very brief list of factors related to religion, age and/or social class or
- some incomplete or flawed accounts of classifications of new religious movements.

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

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

- undeveloped lists of factors relating to religious participation, age and/or social class or
- brief, descriptive and accurate accounts of one or two studies of new religious movements or
- outlines of one or two theories of new religious movements with relevance to the question left largely implicit.

Higher in the band, candidates will present a fuller though possibly still unbalanced response to the question. Answers may still be somewhat descriptive or narrowly focused, for instance dealing with one or two specific movements or focusing on age rather than social class. At this level answers might include:

- a more developed list of factors related to religious participation, age and/or social class, but with a limited theoretical structure or
- a largely accurate and more developed list of studies of new religious movements, but with a limited theoretical structure or
- a coherent and broadly accurate account from two or more theories of new religious movements.

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

Lower in the band, candidates will begin to demonstrate an increasingly accurate and detailed knowledge and understanding of both the theoretical and empirical aspects of the question and of the links between them. However, answers may show less balance between empirical and theoretical material or in the attention paid to different aspects of the question. Concepts and issues such as holistic milieu; cultic milieu; marginality; relative deprivation; resacrilisation; cult; sect; millenarian; New Age; theodicy of disprivilege and globalisation will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of factors related to new religious movements, age and social class, but still with some limitations in the theoretical structure or
- more developed and broadly accurate accounts of studies of new religious movements, but still with some limitations in the theoretical structure or
- more coherent and broadly accurate accounts from a range of theories of new religious movements.

Higher in the band, candidates will address the question in a more balanced manner. The theoretical structure of the answer will be clear and coherent and links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be more detailed and understanding of the debates and their complexities made explicit. At this level answers might be expected to be more developed and detailed versions of the lower in the band answers and/or show:

- greater knowledge and understanding of a range of different religious organisations and movements and their membership or
- greater knowledge and understanding of global aspects of the debates or
- greater knowledge and understanding of the problematic nature of gaining a detailed picture of many religious and spiritual movements today.

NB: Candidates will be rewarded at all levels for an understanding of the connections between the issues raised by this question and the nature of sociological thought, methods of sociological enquiry, and the core themes (socialisation, culture and identity; and social differentiation, power and stratification).

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Barker; Wallis; Heelas; Bruce; Weber; Glock and Stark; Wilson; Drane; Haddon and Long; Bird; Dole.

Note: Refer to General Mark Scheme for AO2 marks

(18 marks)

Section B: Global Development

Total for this section: 60 marks

0	5
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Identify and briefly explain three ways in which education may help the processes of development. <i>(9 marks)</i>
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One mark for each of **three** ways identified, such as education:

- helps to overcome barriers to promoting economic growth
- removes and replaces traditional values
- ensures supply of educated and skilled workers
- gains value as parents pass on to children
- transmits values of competition, individualism, achievement
- helps the individual to avoid exploitation
- helps social mobility.

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

- Helps to overcome barriers to promoting economic growth: education puts forward a different view of the world and helps people to see how economic growth could be advantageous to them.
- Removes and replaces traditional values: modernisation theory has identified the need to replace traditional values with those of development and entrepreneurship, risk taking, etc. and this can be effectively done through the education system.
- Ensures supply of educated and skilled workers: any economy with developing industries will need a steady supply of skilled and educated workers to take on jobs at different levels. The education system provides this.

One mark only for each of **three** partially satisfactory answers.

0 6

Using material from **Item B** and elsewhere, assess the view that western models of education are not appropriate for most developing countries. (18 marks)

AO1: Knowledge and Understanding

(6 marks)

0 No relevant points.

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

Lower in the band, one or two very limited points may be made on education and development. Knowledge may be flawed and there will be little evidence that the candidate has understood either the question or the material in response to it.

Higher in the band, there will be a limited understanding of the demands of the question set. The candidate may present some limited knowledge on education and development. Understanding of the set question and/or the material presented in response will be more explicit and more sociological; for example, a competent if basic and descriptive account of modernisation theory and education, or a limited collection of data on finance, schools and literacy rates in one or more developing countries.

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

Lower in the band, answers will show reasonable knowledge and understanding of some sociological material on the importance of education to the processes of development. There may be a tendency to present material in a list-like manner, for example giving several brief and somewhat undeveloped points for and/or against different models of education. Alternatively, candidates may give descriptive outlines of two or more perspectives on education and development.

Higher in the band, knowledge will be broader and/or deeper and more conceptually detailed and answers will show an understanding of a range of sociological material on education, education systems and development. Material will be drawn from Item B and elsewhere and may include views from modernisation, dependency, neo-liberal and people-centred approaches and also concepts and issues such as: colonialism; entrepreneurialism; indigenous cultures; human capital theory; oppression; elitism; Millennium Development Goals; meritocracy; etc. Sources may include Sachs; Esteva; Frank; Rostow; Inglehart and Baker; Schultz; Friedman; Bauer; Becker; Illich; etc.

Note: Refer to General Mark Scheme A for AO2 marks

(12 marks)

0 7

Critically examine the role of non-governmental organisations and international agencies in the developing world today. (33 marks)

AO1: Knowledge and Understanding

(15 marks)

0 No knowledge or understanding relevant to the set question.

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

Lower in the band, candidates will present an answer based on very limited knowledge and understanding of development and/or NGOs/international agencies rather than based on sociological arguments or evidence. There will be only a peripheral link to the question. At this level there will be little evidence that the candidate has understood either the question or the material in response to it. At this level answers might include:

- isolated or disjointed statements about NGOs or
- some flawed material from theories of development.

Higher in the band, candidates will present knowledge on development and/or NGOs/international agencies that is incomplete or flawed. However, candidates' understanding of both the set question and the material presented as an answer will be marginally more explicit and more sociological than those lower in the band. At this level answers might include:

- a very brief list of evidence relating to the work of NGOs and/or international agencies or
- some incomplete or flawed accounts from theories of development.

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

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

- a brief list of evidence related to the work of NGOs and/or international agencies or
- brief, descriptive and accurate accounts of one or two studies of NGOs and/or international agencies or
- outlines of one or two theories of development with relevance to the question left largely implicit.

Higher in the band, candidates will present a fuller though possibly still unbalanced response to the question. Answers may still be somewhat descriptive or narrowly focused, for instance dealing with one or two specific NGOs only or focusing on positive rather than any problematic issues. At this level answers might include:

- a more developed list of evidence related to work of NGOs and/or international agencies, but with a limited theoretical structure or
- a largely accurate and more developed list of studies of NGOs and/or international agencies, but with a limited theoretical structure or
- a coherent and broadly accurate account from two or more theories of development.

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

Lower in the band, candidates will begin to demonstrate an increasingly accurate and detailed knowledge and understanding of both the theoretical and empirical aspects of the question and of the links between them. However, answers may show less balance between empirical and theoretical material or in the attention paid to different aspects of the question. Concepts and issues such as: free trade zones; operational NGOs; advocacy NGOs; global civil society; World Social Forum; World Economic Forum; tied aid; debt; sustainable development; neo-colonialism and bilateral aid will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of evidence relating to the work of NGOs and/or international agencies, but still with some limitations in the theoretical structure or
- more developed and broadly accurate accounts of studies of NGOs and/or international agencies, but still with some limitations in the theoretical structure or
- more coherent and broadly accurate accounts from a range of theories of development.

Higher in the band, candidates will address the question in a more balanced manner. The theoretical structure of the answer will be clear and coherent and links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be more detailed and understanding of the debates and their complexities made explicit. At this level answers might be expected to be more developed and detailed versions of the lower in the band answers and/or show:

- greater knowledge and understanding of a range of different NGOs and international agencies or
- greater knowledge and understanding of the political backdrop to much of the work of NGOs and international agencies or
- greater knowledge and understanding of the problematic nature of measuring and/or assessing the work of NGOs and international agencies.

NB: Candidates will be rewarded at all levels for an understanding of the connections between the issues raised by this question and the nature of sociological thought, methods of sociological enquiry, and the core themes (socialisation, culture and identity; and social differentiation, power and stratification).

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Rostow; Frank; Hayter; Sklair; Riddell; Calderisi; Collier; George; Erixon; Jones; Stiglitz.
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Note: Refer to General Mark Scheme for AO2 marks

(18 marks)

0 8

Evaluate the usefulness of neo-liberal theories for our understanding of development, underdevelopment and global inequality. (33 marks)

AO1: Knowledge and Understanding

(15 marks)

0 No knowledge or understanding relevant to the set question.

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

Lower in the band, candidates will present an answer based on very limited knowledge and understanding of development, underdevelopment and/or global inequality rather than based on sociological arguments or evidence. There will be only a peripheral link to the question. At this level there will be little evidence that the candidate has understood either the question or the material in response to it. At this level answers might include:

- isolated or disjointed statements about development and/or underdevelopment and/or global inequality or
- some flawed material from theories of development.

Higher in the band, candidates will present knowledge on development, underdevelopment and/or global inequality that is incomplete or flawed. However, candidates' understanding of both the set question and the material presented as an answer will be marginally more explicit and more sociological than those lower in the band. At this level answers might include:

- a very brief list of evidence relating to development, underdevelopment and/or global inequality or
- some incomplete or flawed account from theories of development.

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

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

- a brief list of factors related to development, underdevelopment and/or global inequality or
- brief, descriptive and accurate accounts of one or two studies of development, underdevelopment and/or global inequality or
- outlines of one or two theories of development, possibly neo-liberal and dependency, with relevance to the question left largely implicit.

Higher in the band, candidates will present a fuller though possibly still unbalanced response to the question. Answers may still be somewhat descriptive or narrowly focused, for instance focusing mainly on an analysis of neo-liberalist views and largely ignoring other perspectives. At this level answers might include:

- a more developed list of factors related to development, underdevelopment and global inequality but with a limited theoretical structure or
- a largely accurate and more developed list of studies of development, underdevelopment and/or global inequality, but with a limited theoretical structure or
- a coherent and broadly accurate account from two or more perspectives, including neo-liberal, on development, underdevelopment and/or global inequality.

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

Lower in the band, candidates will begin to demonstrate an increasingly accurate and detailed knowledge and understanding of both the theoretical and empirical aspects of the question and of the links between them. However, answers may show less balance between empirical and theoretical material or in the attention paid to different aspects of the question. Concepts and issues such as: cultural imperialism; trickle down; meritocracy; acculturation; conspicuous consumption; neo-populism; environmentalism; neo-colonialism; free market; structural adjustment and import tariffs will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of factors relating to development, underdevelopment and/or global inequality, but still with some limitations in the theoretical structure or
- more developed and broadly accurate accounts of studies of development, underdevelopment and/or global inequality, but still with some limitations in the theoretical structure or
- more coherent and broadly accurate accounts from a range of perspectives, including neo-liberal, on development, underdevelopment and/or global inequality.

Higher in the band, candidates will address the question in a more balanced manner. The theoretical structure of the answer will be clear and coherent and links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be more detailed and understanding of the debates and their complexities made explicit. At this level answers might be expected to be more developed and detailed versions of the lower in the band answers and/or show:

- greater knowledge and understanding of a range of different perspectives on development, underdevelopment and/or global inequality or
- greater knowledge and understanding of socio-political aspects of the processes and debates or
- greater knowledge and understanding of the ideological nature of some aspects of the debates.

NB: Candidates will be rewarded at all levels for an understanding of the connections between the issues raised by this question and the nature of sociological thought, methods of sociological enquiry, and the core themes (socialisation, culture and identity; and social differentiation, power and stratification).

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Frank; Rostow; Friedman; Soros; Collier; McClelland; Potter; Bauer; Gandhi; McKay; Hoselitz; Cross; Huntingdon.

Note: Refer to General Mark Scheme for AO2 marks

(18 marks)

Section C: Mass Media

Total for this section: 60 marks

0	9
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Identify and briefly explain three ways in which governments seek to influence or control the output of the mass media. <i>(9 marks)</i>
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One mark for each of **three** ways identified such as:

- official briefings and press conferences
- selective leaking and off-the-record briefings
- refusal to allow the use of some forms of computer software
- control over the BBC licence fee
- making ownership of satellite dishes illegal
- the Official Secrets Act
- control over issuing commercial broadcasting licences
- the work of government 'spin doctors'
- D-notices
- official regulators
- censorship.

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

- Official briefings and press conferences: these briefings and meetings put forward the official government line on major issues of the day and attempt to set the news agenda for that day or the week.
- Selective leaking and off-the-record briefings: these are the more informal, non-attributable, though nonetheless important, briefings through which governments try to manage the news agenda. They offer special treatment in return for good exposure in the media.
- Refusal to allow the use of some forms of computer software: China, for example, allowed only a modified version of Google software for use in China so that some sites on the internet could not be accessed.

One mark only for each of **three** partially satisfactory answers.

1 0

Using material from **Item C** and elsewhere, assess the view that the selection and presentation of the news 'is inevitably partial and biased' (**Item C**, lines 13–14).

(18 marks)

AO1: Knowledge and Understanding

(6 marks)

0 No relevant points.

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

Lower in the band, one or two very limited points may be made on bias in the news. Knowledge may be flawed and there will be little evidence that the candidate has understood either the question or the material in response to it.

Higher in the band, there will be a limited understanding of the demands of the question set. The candidate may present some limited knowledge on bias and/or the presentation of the news. Understanding of the set question and/or the material presented in response will be more explicit and more sociological; for example, a competent if basic and descriptive account of some news values, or a limited discussion on agenda setting and gatekeeping.

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

Lower in the band, answers will show reasonable knowledge and understanding of some sociological material on partiality, bias and the selection and/or presentation of the news. There may be a tendency to present material in a list-like manner, for example describing some of the sources of news and linking this to news production. Alternatively, candidates may consider the views from two or more different theoretical perspectives.

Higher in the band, knowledge will be broader and/or deeper and more conceptually detailed and answers will show an understanding of a range of sociological material on partiality, bias and the selection and presentation of the news. Material will be drawn from Item C and elsewhere. This may include concepts and issues such as: gatekeeping; agenda setting; social construction; ideology; news values; hierarchy of credibility; economic; physical; social; organisational and time constraints; media ownership; 'churnalism'; profit; influence of the new media; hegemony; folk devils and moral panics; etc. Sources may include Redhead; Borsay; Fawbert; Hall; GMG; Cohen; Manning; Uttley; Schleissenger; Galtung and Ruge; Fiske; Bagdikian; Herman and Chomsky; Edwards and Cromwell; etc.

Note: Refer to General Mark Scheme A for AO2 marks

(12 marks)

1 1

'What is shown by the mass media will not make people violent, but it may lead people to believe that we live in a violent society.'

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

AO1: Knowledge and Understanding (15 marks)

0 No knowledge or understanding relevant to the set question.

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

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

- isolated or disjointed statements about violence and society or
- some flawed material on media theories.

Higher in the band, candidates will present knowledge on the media and violence that is incomplete or flawed. However, candidates' understanding of both the set question and the material presented as an answer will be marginally more explicit and more sociological than those lower in the band. At this level answers might include:

- a very brief list of evidence relating to violence on TV or
- some incomplete or flawed account from theories of the mass media.

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

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

- a brief list of factors related to media content and violence or
- brief, descriptive and accurate accounts of one or two studies of violence and the media or
- outlines of one or two theories of the mass media with relevance to the question left largely implicit.

Higher in the band, candidates will present a fuller though possibly still unbalanced response to the question. Answers may still be somewhat descriptive or narrowly focused, for instance dealing with only one aspect of the question. At this level answers might include:

- a more developed list of evidence related to the processes of the media and violence, but with a limited theoretical structure or
- a largely accurate and more developed list of studies of the media and violence, including consideration of some media models, but with a limited theoretical structure or
- a coherent and broadly accurate account from two or more perspectives on the media and violence.

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

Lower in the band, candidates will begin to demonstrate an increasingly accurate and detailed knowledge and understanding of both the theoretical and empirical aspects of the question and of the links between them. However, answers may show less balance between empirical and theoretical material or in the attention paid to different aspects of the question. Concepts and issues such as: folk devils and moral panics; desensitisation; disinhibition; copycat violence; hypodermic syringe model; selective exposure; selective perception; selective retention; two-step flow; homogeneity; uses and gratifications; reception analysis; polysemic; new media; cultural effects; catharsis will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of evidence relating to the media and violence, but still with some limitations in the theoretical structure or
- more developed and broadly accurate accounts of studies of the media and violence, including consideration of a range of competing media models, but still with some limitations in the theoretical structure or
- more coherent and broadly accurate accounts from a range of perspectives on the media and violence.

Higher in the band, candidates will address the question in a more balanced manner. The theoretical structure of the answer will be clear and coherent and links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be more detailed and understanding of the debates and their complexities made explicit. At this level answers might be expected to be more developed and detailed versions of the lower in the band answers and/or show:

- greater knowledge and understanding of a range of different aspects of the relationship between the mass media and their audiences or
- greater knowledge and understanding of global aspects of the debates or
- greater knowledge and understanding of the ways in which the new media might influence the debates.

NB: Candidates will be rewarded at all levels for an understanding of the connections between the issues raised in this question and the nature of sociological thought, methods of sociological enquiry, and the core themes (socialisation, culture and identity; and social differentiation, power and stratification).

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Hall; Young; Gerbner; Dworkin; Orbach; Wolf; Philo; Lull; Strinati; Morley; Watson; Hargrave; Blumler and McQuail; Katz and Lazarsfeld; Charlton et al; Belson; Gauntlett; Lea and Young; Morrison; Feshbach and Singer; Morgan; Held; Malmuth; McCabe and Martin; Marcuse; Gunter.

Note: Refer to General Mark Scheme for AO2 marks

(18 marks)

1 2

'Media representations of minority ethnic groups are problematic and often negative.'

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

AO1: Knowledge and Understanding

(15 marks)

0 No knowledge or understanding relevant to the set question.

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

Lower in the band, candidates will present an answer based on very limited knowledge and understanding of the mass media and/or minority ethnic groups rather than based on sociological arguments or evidence. There will be only a peripheral link to the question. At this level there will be little evidence that the candidate has understood either the question or the material in response to it. At this level answers might include:

- isolated or disjointed statements about minority ethnic groups or
- some flawed material on stereotyping.

Higher in the band, candidates will present knowledge on the mass media and minority ethnic groups that is incomplete or flawed. However, candidates' understanding of both the set question and the material presented as an answer will be marginally more explicit and more sociological than those lower in the band. At this level answers might include:

- a very brief list of evidence relating to media representations of minority ethnic groups or
- incomplete or flawed accounts from one or two studies on minority ethnic groups and the mass media.

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

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

- a brief list of factors related to media representations of minority ethnic groups or
- brief, descriptive and accurate accounts of one or two studies of mass media representation of minority ethnic groups.

Higher in the band, candidates will present a fuller though possibly still unbalanced response to the question. Answers may still be somewhat descriptive or narrowly focused, for instance dealing with only one minority ethnic group or one study of the media and minorities. At this level answers might include:

- a more developed list of evidence related to media representations of minority ethnic groups, but with a limited theoretical structure or
- a largely accurate and more developed list of studies of media representations of minority ethnic groups, but with a limited theoretical structure or
- a more extensive and developed account of one particular study of the media representation of minority ethnic groups with some links to media effects models.

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

Lower in the band, candidates will begin to demonstrate an increasingly accurate and detailed knowledge and understanding of both the theoretical and empirical aspects of the question and of the links between them. However, answers may show less balance between empirical and theoretical material or in the attention paid to different aspects of the question. Concepts and issues such as: stereotyping; negativity; moral panics; stigmatisation; capitalist ideology; Islamophobia; demonisation; dependency; tokenism; symbolic annihilation; ghettoisation and hegemony will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of evidence relating to media representations of minority ethnic groups, but still with some limitations in the theoretical structure or
- more developed and broadly accurate accounts of studies of mass media representation of minority groups, but still with some limitations in the theoretical structure or
- detailed accounts of media effects models with explicit links to media representations of minority ethnic groups.

Higher in the band, candidates will address the question in a more balanced manner. The theoretical structure of the answer will be clear and coherent and links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be more detailed and understanding of the debates and their complexities made explicit. At this level answers might be expected to be more developed and detailed versions of the lower in the band answers and/or show:

- greater knowledge and understanding of a range of different media representations of minority ethnic groups or
- greater knowledge and understanding of the complexity of the relationship between the mass media and their audiences or
- greater knowledge and understanding of the impact of the new media on some of the debates on media representation.

NB: Candidates will be rewarded at all levels for an understanding of the connections between the issues raised in this question and the nature of sociological thought, methods of sociological enquiry, and the core themes (socialisation, culture and identity; and social differentiation, power and stratification).

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Van Dijk; Akinti; Back; Zylinska; Watson; Hall et al; Philo and Beattie; Cashmore; Pearson; Mitchell; Best and Kellner; GMG; Ameli et al; Poole; Whitaker; Nahdi; Gill; Shah.

Note: Refer to General Mark Scheme for AO2 marks

(18 marks)

Section D: Power and Politics

Total for this section: 60 marks

1	3
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Identify and briefly explain **three** reasons why membership of the main political parties has been falling over the past 30 years or so. *(9 marks)*

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

- disillusionment with political parties
- joining a party is seen as an ineffective way to bring about change
- direct action is seen as more effective
- politics and politicians are seen as too remote
- political parties seem out of date and out of touch
- party recruitment is disorganised and ineffective
- people are too busy nowadays
- general decline in membership of social organisations.

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

- Disillusionment with political parties: people have many years experience of voting for and working with political parties and feel that the parties have not delivered the changes they promised.
- Joining a party is seen as an ineffective way to bring about change: political parties have an image problem, are seen as slow-moving, cumbersome and bureaucratic, and not the best way to bring about changes in society.
- Direct action is seen as more effective: direct action, such as taken by Fathers for Justice, gets publicity and makes the news. This kind of stunt politics is seen by many as a more effective way to bring about changes in society.

One mark only for each of **three** partially satisfactory answers.

1 4

Using material from **Item D** and elsewhere, assess how globalisation has changed the nature of power and politics in the world today. (18 marks)

AO1: Knowledge and Understanding (6 marks)

0 No relevant points.

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

Lower in the band, one or two very limited points may be made on globalisation. Knowledge may be flawed and there will be little evidence that the candidate has understood either the question or the material in response to it.

Higher in the band, there will be a limited understanding of the demands of the question set. The candidate may present some limited knowledge on global politics. Understanding of the set question and/or the material presented in response will be more explicit and more sociological; for example, a competent if basic and descriptive account of one or two global political issues, a brief list of some supra-state bodies, or a descriptive summary of arguments about the old-fashioned nature of many political institutions.

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

Lower in the band, answers will show reasonable knowledge and understanding of some sociological material on the importance of globalisation in society today. There may be a tendency to present material in a list-like manner, for example describing two or three global political issues. Alternatively, candidates may list reasons for a perceived decline in the power of the state.

Higher in the band, knowledge will be broader and/or deeper and more conceptually detailed and answers will show an understanding of a range of sociological material on different global political issues, the adequacy of current means and structures for dealing with issues and the growth of supra-state bodies. Material will be drawn from Item D and elsewhere. This may include concepts and issues such as: cultural, economic and political globalisation; transnational corporations; cultural imperialism; hyperreality; sustainable development; global media influence; global risk society; economic deregulation; individualisation; Third Way; economic migration; terrorism and laissez-faire policies. Sources may include: Lyotard; Giddens; Hallsworth; Hirst; Martin; Hutton; Hirst and Thompson; Lash and Urry; Dunning; Johnson; Held; Palmer; Sklair; Bale; Brecher et al; Ohmae; Hindle; Beck; Callinicos.

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

1 5	Assess the view that pressure groups and interest groups are declining in importance and influence in the political system today. (33 marks)
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AO1: Knowledge and Understanding (15 marks)

0 No knowledge or understanding relevant to the set question.

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

Lower in the band, candidates will present an answer based on very limited knowledge and understanding of the political system and/or pressure groups rather than based on sociological arguments or evidence. There will be only a peripheral link to the question. At this level there will be little evidence that the candidate has understood either the question or the material in response to it. At this level answers might include:

- some isolated or disjointed statements on some aspects of the political system or
- some flawed material from theories of pressure group activities.

Higher in the band, candidates will present knowledge on pressure, interest groups and politics that is incomplete or flawed. However, candidates' understanding of both the set question and the material presented as an answer will be marginally more explicit and more sociological than those lower in the band. At this level answers might include:

- some incomplete or flawed accounts of some pressure group activities or
- some very limited or incomplete accounts of theories of political participation.

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

Lower in the band, candidates will present an adequate but possibly generalised or essentially descriptive and narrowly-focused account of sociological knowledge on the question. There will be a fairly limited understanding of the demands of the question set. At this level answers might include:

- undeveloped lists of evidence relating to pressure or interest group activities or
- brief, descriptive and accurate accounts of studies of pressure and/or interest groups or
- outlines of one or two perspectives on political participation, with relevance to the question left largely implicit.

Higher in the band, candidates will present a fuller though possibly still unbalanced response to the question. Answers may still be somewhat descriptive or narrowly focused, for instance providing an account based on interest groups but ignoring other aspects. At this level answers might include:

- more developed lists of evidence relating to pressure or interest group activities, but with a limited theoretical structure or
- more developed accounts of studies of pressure and/or interest groups globalisation and political decision making, but with a limited theoretical structure or
- a coherent and broadly accurate account from two or more perspectives on political participation with some explicit linkage to the question.

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

Lower in the band, candidates will begin to demonstrate an increasingly accurate and detailed knowledge and understanding of both the theoretical and empirical aspects of the question and of the links between them. Answers may show less balance between empirical and theoretical material or in the attention paid to different aspects of the question. Concepts and issues such as: lobbying; elitism; pluralism; Marxist views; insider and outsider groups; protective and promotional groups; deformed polyarchy; globalisation; polyarchal democracy; hyperpluralism and new social movements will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of evidence relating to pressure or interest group activities, but still with some limitations in the theoretical structure or
- more developed and broadly accurate accounts of studies of pressure and interest groups, but still with some limitations in the theoretical structure or
- more coherent and broadly accurate accounts from a range of perspectives on political participation and with clear links to the question.

Higher in the band, candidates will address the selection and presentation aspects of the question in a more balanced manner. The theoretical structure of the answer will be clear and coherent and links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be more detailed and understanding of the debates and their complexities made explicit. At this level answers might be expected to be more developed and detailed versions of the lower in the band answers and/or show:

- greater knowledge and understanding of issues to do with the changing nature and sources of power and influence in the world today
- greater knowledge and understanding of the impact of globalisation on political and economic decision making today
- greater knowledge and understanding of the complexity of the political decision making processes.

NB: Candidates will be rewarded at all levels for an understanding of the connections between the issues raised in this question and the nature of sociological thought, methods of sociological enquiry, and the core themes (socialisation, culture and identity; and social differentiation, power and stratification).

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Giddens; Hallsworth; Hirst; Martin; Hutton; Hirst and Thompson; Morgan; Hallsworth; Miliband; Grant; Olson; Stewart; Duverger; Dahl; Urry and Wakeford; Grant.
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Note: Refer to General Mark Scheme for AO2 marks

(18 marks)

1 6

'The role of the state is to do as little as possible and to stay out of most aspects of the lives of its citizens.'

To what extent do sociological arguments and evidence support this view of the state today? *(33 marks)*

AO1: Knowledge and Understanding (15 marks)

0 No knowledge or understanding relevant to the set question.

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

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

- isolated or disjointed statements about states or
- some flawed material on sociological perspectives on the state.

Higher in the band, candidates will present knowledge on the role of the state that is incomplete or flawed. However, candidates' understanding of both the set question and the material presented as an answer will be marginally more explicit and more sociological than those lower in the band. At this level answers might include:

- a very brief list of evidence relating to functions of the state or
- some incomplete or flawed account from perspectives on the role of the state.

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

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

- a brief list of factors related to the role of the state or
- brief, descriptive and accurate accounts of one or two studies of the role of the state or
- outlines of one or two perspectives on the state, with relevance to the question left largely implicit.

Higher in the band, candidates will present a fuller though possibly still unbalanced response to the question. Answers may still be somewhat descriptive or narrowly focused, for instance dealing with one perspective or presenting an answer based solely on theoretical perspectives. At this level answers might include:

- a more developed list of factors relating to the role of the state, including some minimalist aspects, but with a limited theoretical structure or
- a largely accurate and more developed list of studies of the role of the state, but with a limited theoretical structure or
- a coherent and broadly accurate account from two or more perspectives, at least one of which should consider minimalist aspects, on the role of the state.

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

Lower in the band, candidates will begin to demonstrate an increasingly accurate and detailed knowledge and understanding of both the theoretical and empirical aspects of the question and of the links between them. However, answers may show less balance between empirical and theoretical material or in the attention paid to different aspects of the question. Concepts and issues such as: nationalisation; Third Way; globalisation; paternalism; hegemony; social reflexivity; authoritarian populism; totalitarianism; laissez-faire; state autonomy; patriarchy; legitimacy; fragmentation of power and transnational capitalism will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of factors relating to the role of the state, including some minimalist aspects, but still with some limitations in the theoretical structure or
- more developed and broadly accurate accounts of studies of the role of the state, including minimalism, but still with some limitations in the theoretical structure or
- more coherent and broadly accurate accounts from a range of perspectives, at least one of which should consider minimalist aspects, on the role of the state.

Higher in the band, candidates will address the question in a more balanced manner. The theoretical structure of the answer will be clear and coherent and links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be more detailed and understanding of the debates and their complexities made explicit. At this level answers might be expected to be more developed and detailed versions of the lower in the band answers and/or show:

- greater knowledge and understanding of a range of different perspectives on the role of the state or
- greater knowledge and understanding of global influences on the power and authority of states or
- greater knowledge and understanding of comparative material to illustrate aspects of state activity.

NB: Candidates will be rewarded at all levels for an understanding of the connections between the issues raised in this question and the nature of sociological thought, methods of sociological enquiry, and the core themes (socialisation, culture and identity; and social differentiation, power and stratification).

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Marx; Giddens; Bell; Sklair; Weber; Nordlinger; Skocpol; Dahl; Miliband; Poulantzas; Held; Held and McGrew; Faulks; Beck; Jessop; Gramsci; Westergaard; Hall; Aron; Jones et al; Abercrombie and Warde.

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

General Mark Scheme A

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AO2: Interpretation, Application, Analysis and Evaluation (12 marks)

0 No relevant interpretation, application, analysis or evaluation skills shown.

1 – 4 Answers in this band will show limited skills of interpretation, application, analysis and evaluation. Throughout this band, skills may be poorly focused on the set question and there may be significant errors or confusions in the attempt to demonstrate them. Some answers may show evidence of one or two skills only.

Lower in the band, interpretation or application of potentially relevant material will be very basic, possibly with significant errors. Answers will show minimal analysis or evaluation. For example, there may be a brief, partial attempt to analyse an argument, or one or two brief evaluative points, possibly amid confusion or error.

Higher in the band, interpretation may take the form of a limited, poorly focused account of a study, perspective or idea. Application may take the form of, for example, an undeveloped example or a reference to a contemporary event, a related area of sociology or a personal experience. There will be little sociological insight or context. There will be some limited analysis and/or evaluation. For example, evaluation may be restricted to two or three criticisms of a study, theory or method, or there may be a limited analysis of an aspect of the answer.

5 – 8 Answers in this band will show reasonable skills of interpretation, application, analysis and/or evaluation. Throughout this band, one or two skills may be demonstrated significantly more successfully than the others.

Lower in the band, interpretation of the question may be limited or generalised but will be broadly sociological. There will be a reasonably accurate application of some generally appropriate material, though its relevance to the set question will not always be made explicit. Application may involve listing material from the topic area with limited regard for the specific issues raised by the question. Analysis may be partial. Evaluation may be wholly or largely implicit, or one-sided. For example, answers may juxtapose different theoretical perspectives, or offer a list of criticisms of a study etc.

Higher in the band, answers will show greater sensitivity in interpretation of the set question and greater sociological awareness in the application of material in order to address successfully some of the specific issues that it raises. However, significant parts of the answer may remain generalised. Analysis will be more explicit, for example with greater discussion of some of the material presented. There will be more explicit evaluation, though much may remain implicit. Evaluation may be both positive and negative, though answers may still be largely one-sided.

9 – 12 Answers in this band will show good skills of interpretation, application, analysis and evaluation. Interpretation of the general and specific issues raised by the set question will be appropriate, broad and sociologically informed. A range of appropriate material will be selected, interpreted and applied accurately and with sensitivity and its relevance made explicit. Throughout this band, analysis and evaluation will be relevant, developed and explicit.

Lower in the band, answers will be somewhat more limited. For example, interpretation of the question may be somewhat partial, or the relevance of some material may remain implicit. Analysis and/or evaluation will be somewhat incomplete. For example, evaluation may be rather one-sided, or appropriate inferences may not be drawn from some of the material presented.

Higher in the band, interpretation and application will be thorough, accurate and comprehensive, and answers will show greater sensitivity and sophistication both in the interpretation of the question and in the selection and application of material with which to answer it. Analysis and evaluation will be explicit. Evaluation will be more balanced as, for example, in recognising that the studies, theories, methods etc presented have both strengths and weaknesses. Analysis may follow a clear rationale, draw appropriate inferences, and employ a logical ordering of material leading to a distinct conclusion.

General Mark Scheme B

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AO1: Knowledge and Understanding

(15 marks)

0 No knowledge or understanding relevant to the set question.

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

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

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

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

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

At this level answers might include:

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

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

At this level answers might include:

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

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

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

At this level answers might include:

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

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

AO2 (a): Interpretation and Application

(9 marks)

0 No interpretation or application skills shown.

1 – 3 Answers in this band will show limited skills of interpretation and application. Answers are likely to attempt either interpretation or application, may be confused and will have only limited success in answering the set question. A large proportion of the material may be at a tangent to the question set.

Lower in the band, interpretation or application of potentially relevant material will be very basic, possibly with significant errors.

Higher in the band, interpretation may take the form of a limited, poorly focused account of a study, perspective or idea. Application may for instance take the form of an undeveloped example or a reference to a contemporary event, a related area of sociology or a personal experience. There will be little sociological insight or context.

4 – 6 Answers in this band will show reasonable skills of interpretation and application. Interpretation of the question will be broadly sociological and there will be a reasonably accurate application of some generally appropriate material, though its relevance to the set question will not always be made explicit.

Lower in the band, answers will be more limited. Interpretation of the set question may be limited or generalised. Application may involve listing material from the general topic area with limited regard for the specific issues raised by the question.

Higher in the band, answers will show greater sensitivity in interpretation of the set question and greater sociological awareness in the application of material in order to address successfully some of the specific issues that it raises. However, significant parts of the answer may remain generalised.

- 7 – 9** Answers in this band will show good skills of interpretation and application in relation to the question set and the material offered in response. Interpretation of the general and specific issues raised by the set question will be appropriate, broad and sociologically informed. A range of appropriate material will be selected, interpreted and applied accurately and with sensitivity and its relevance made explicit.

Lower in the band, answers will be somewhat more limited. For example, interpretation of the question may be somewhat partial, or the relevance of some material may remain implicit.

Higher in the band, interpretation and application will be thorough, accurate and comprehensive, and answers will show greater sensitivity and sophistication both in the interpretation of the question and in the selection and application of material with which to answer it.

AO2 (b): Analysis and Evaluation

(9 marks)

- 0** No relevant analysis or evaluation.

- 1 – 3** Answers in this band will show limited skills both of analysis and of evaluation. Throughout this band, skills may be poorly focused on the set question and there may be significant errors or confusions in the attempt to demonstrate them. Some answers may show evidence of one skill only.

Lower in the band, answers will show minimal analysis or evaluation. For example, there may be a brief, partial attempt to analyse an argument, or one or two brief evaluative points, possibly amid confusion or error.

Higher in the band, there will be some limited analysis and/or evaluation. For example, evaluation may be restricted to two or three criticisms of a study, theory or method, or there may be a limited analysis of an aspect of the answer.

- 4 – 6** Answers in this band will show reasonable skills of analysis and/or of evaluation. Throughout this band, one skill may be demonstrated significantly more successfully than the other.

Lower in the band, analysis may be partial, for example with significant sections of the answer tending simply to list the material presented. Evaluation may be wholly or largely implicit, and wholly or heavily one-sided. For example, answers may juxtapose different theoretical perspectives, or offer a list of criticisms of a study.

Higher in the band, one or both skills will be shown more fully. Analysis will be more explicit, for example with greater discussion of some of the material presented. There will be more explicit evaluation, though much may remain implicit. Evaluation may be both positive and negative, though answers may still be largely one-sided.

- 7 – 9** Answers in this band will show good skills both of analysis and of evaluation. Throughout this band, analysis and evaluation will be relevant, well developed and explicit.

Lower in the band, analysis and/or evaluation will be somewhat incomplete. For example, evaluation may be rather one-sided, or appropriate inferences may not be drawn from some of the material presented.

Higher in the band, analysis and evaluation will be thorough and comprehensive. Evaluation will be balanced as, for example, in recognising that the studies, theories, methods etc presented have both strengths and weaknesses. Analysis may follow a clear rationale, draw appropriate inferences, and employ a logical ordering of material leading to a distinct conclusion.

ASSESSMENT GRIDS FOR A LEVEL SOCIOLOGY UNIT 3 (SCLY3)**Examination Series: June 2011****Beliefs in Society (Data Response)**

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
0	1			3	6	9
0	2			6	12	18
Sub-Total				9	18	27

Beliefs in Society (Essays)Candidates answer **one** question from a choice of two.

			ASSESSMENT OBJECTIVES					
Questions			AO1		AO2		Total	
					(a) *		(b) *	
<div>03 or 04</div>					9		9	
Sub-Total			15		18		33	
Total			24		36		60	

Global Development (Data Response)

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
0	5			3	6	9
0	6			6	12	18
Sub-Total				9	18	27

Global Development (Essays)Candidates answer **one** question from a choice of two.

				ASSESSMENT OBJECTIVES			
Questions				AO1	AO2		Total
				15	(a) *	(b) *	33
0 7 or 0 8					9	9	
Sub-Total				15	18		33
Total				24	36		60

* AO2 (a) = Interpretation and Application

* AO2 (b) = Analysis and Evaluation

Mass Media (Data Response)

		ASSESSMENT OBJECTIVES		
Questions		AO1	AO2	Total
0	9	3	6	9
1	0	6	12	18
Sub-Total		9	18	27

Mass Media (Essays)

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

		ASSESSMENT OBJECTIVES			
Questions		AO1	AO2		Total
		15	(a) *	(b) *	33
1	1 or 1 2		9	9	
Sub-Total		15	18		33
Total		24	36		60

Power and Politics (Data Response)

		ASSESSMENT OBJECTIVES		
Questions		AO1	AO2	Total
1	3	3	6	9
1	4	6	12	18
Sub-Total		9	18	27

Power and Politics (Essays)

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

		ASSESSMENT OBJECTIVES			
Questions		AO1	AO2		Total
		15	(a) *	(b) *	33
1 5 or 1 6			9	9	
Sub-Total		15	18		33
Total		24	36		60

* AO2 (a) = Interpretation and Application

* AO2 (b) = Analysis and Evaluation

Converting Marks into UMS marks

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.

UMS conversion calculator www.aqa.org.uk/umsconversion