

Version 0.1



**General Certificate of Education
June 2013**

Sociology **2191**

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

Unit 3

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the students' 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 students' 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 students' 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 students 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. Students 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 students' 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, students' 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, students' 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, students' 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, students' 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, students' 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, students' 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**Identify and briefly explain **three** characteristics of sects.*(9 marks)***One** mark for each of **three** characteristics identified, such as:

- led by charismatic leader
- tend to get support from young adults
- high turnover of members
- claim to hold the only 'truth'
- often a sharp divide between 'us' (members) and 'them' (the rest of society)
- suspicion of and from wider society
- many are transient/short-lived
- committed membership
- often no full-time officials
- appeal to marginalised/oppressed groups.

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

- Led by charismatic leader: many sects form around the inspirational leadership of an individual who has presence and a strong personality and can attract people to the movement.
- Tend to get support from young adults: young people are attracted to sects because the organisations are often new and different from the old, established religious movements and suit a modern lifestyle.
- High turnover of members: many join sects because they are looking for something, but leave the movement when they do not find what they were after.

One mark only for each of **three** partially satisfactory explanations, such as having a leader with a strong personality.

0 2

Using material from **Item A** and elsewhere, assess the view that the growth of religious fundamentalism is a reaction to globalisation. *(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 fundamentalism and/or globalisation. Knowledge may be flawed and there will be little evidence that the student has understood either the question or the material in response to it.

Higher in the band, there will be limited understanding of the demands of the question set. The student may present some limited knowledge on fundamentalism and/or globalisation. 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 different fundamentalist groups.

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 fundamentalism and globalisation. There may be a tendency to present material in a list-like manner, for example describing a number of examples of religious fundamentalist groups. Alternatively, students may present slightly fuller and more developed accounts from two or more perspectives on religious belief with the question left largely implicit.

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 fundamentalism and globalisation. Material will be drawn from the Item and elsewhere. This may include concepts and issues such as: social change; globalisation; modernity; postmodernity; secularisation; fundamentalism; spiritual shopping; lifestyle; oppression; pick and mix religion; New Age movements; disenchantment; social solidarity; anomie; status quo; false class consciousness; cultural imperialism; migration/immigration. Sources may include: Bauman; Beckford; Bruce; Castells; Davie; Giddens; Huntingdon; Inglehart and Norris; Voas and Crocket.

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

0 3

Evaluate the contribution of Marxist theories to our understanding of the role and functions of religion in the 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, students will present an answer based on very limited knowledge and understanding of religion and/or Marxist views 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 student has understood either the question or the material in response to it. At this level answers might include:

- isolated or disjointed statements about functions of religion or
- some flawed material on Marxist views.

Higher in the band, students will present knowledge on religion and/or Marxist theories that is incomplete or flawed. However, students' 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 different functions of religion or
- some incomplete or flawed accounts of Marxist theories of religion.

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

Lower in the band, students 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 functions of religion or
- brief, descriptive and accurate accounts of one or two studies of the influence of religion, including Marxist or
- outlines of Marxist theories of the role and/or functions of religion, with relevance to the question left largely implicit.

Higher in the band, students 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 role of religion in general and not identifying many specific functions. At this level answers might include:

- a more developed list of evidence related to the role and functions of religion, but with a limited theoretical structure or

- a largely accurate and more developed list of studies of the role and functions of religion, but with a limited theoretical structure or
- a coherent and broadly accurate account from two or more theories of the role and functions of religion, including Marxist theories.

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

Lower in the band, students will 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: ideology; ideological state apparatus; feminism; patriarchy; cultural defence; cultural transition; civil religion; social change; sacred canopy; Marxism; neo-Marxism; communism; fundamentalism; evolution; intelligent design; spiritual shopping; pick and mix religions; religiosity; hegemony; holistic milieu; metanarrative; oppression; false class consciousness and liberation theology will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts, including Marxist, of evidence related to the role and functions of religion, but still with some limitations in the theoretical structure or
- more developed and accurate accounts of studies, including Marxist, of the role and functions of religion, but still with some limitations in the theoretical structure or
- more coherent and accurate accounts from a range of theories of the role and functions of religion, including Marxist theories, with relevance to the question made explicit.

Higher in the band, students 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 the complexity of issues linked to the role and functions of religion or
- greater knowledge and understanding of the impact of globalisation on the debates about the role and functions of religion in society today.

Note: Students 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).

Sources may include: Ahmed; Aldridge; Althusser; Berger; Bruce; Davie; Durkheim; Engels; Gramsci; Heelas; Lyotard; Malinowski; Marx; Miller and Hoffman; Parsons; Stark and Bainbridge; Walby; Watson; Weber; Woolgar; etc.

Note: refer to General Mark Scheme B for AO2 marks

(18 marks)

0 4

'Different social groups have different social and spiritual needs and use religion and religious organisations in very different ways.'

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, students will present an answer based on very limited knowledge and understanding of different social groups and/or different religious organisations 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 student has understood either the question or the material in response to it. At this level answers might include:

- isolated or disjointed statements about particular social groups or
- some flawed material on one or more theories of religious participation.

Higher in the band, students will present knowledge on different social groups and/or different religious organisations that is incomplete or flawed. However, students' 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 descriptive list of characteristics of some social groups or
- some incomplete or flawed accounts of theories of religious participation.

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

Lower in the band, students 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 the characteristics of different social groups and religious participation or
- brief, descriptive and accurate accounts of studies of one or two social groups and religious participation or
- outlines of one or two theories of religious participation, but with only limited relevant empirical development and with relevance to the question left largely implicit.

Higher in the band, students 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 two social groups. At this level answers might include:

- a more developed list of factors related to the characteristics of a number of different social groups and religious participation, but with a limited theoretical structure or
- a largely accurate and more developed list of broadly relevant studies of social groups and religious participation, but with the question still partly implicit and still with a limited theoretical structure or
- a coherent and broadly accurate account from two or more theories of religious participation, and with greater relevant empirical development.

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

Lower in the band, students will demonstrate an increasingly accurate and detailed knowledge and understanding of both the theoretical and empirical aspects of the question, the links between them, and of both social and spiritual needs. However, answers may show less balance between empirical and theoretical material or in the attention paid to different aspects of the question, for instance, making very limited reference to spiritual as opposed to social needs. Students will deal with two or more social groups. Concepts and issues such as: age; gender; ethnicity; social class; migration/immigration; marginality; relative deprivation; community; new religious movement; cultic movements; New Age; globalisation; group identity; cultural defence; cultural transition; postmodernity; spiritual shopping; metanarrative; detraditionalisation; self-spirituality; church; sect and denomination will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of factors related to the characteristics of a wide range of different social groups and religious participation, but still with some limitations in the theoretical structure or
- more developed and accurate accounts of relevant studies, but still with some limitations in the theoretical structure or
- more coherent and accurate accounts from a range of theories of religious participation and with accurate and relevant empirical development.

Higher in the band, students 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 in society today 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 wide range of different social groups and their religious participation or
- greater knowledge and understanding of global aspects of the debates and comparative empirical material or
- a greater knowledge and understanding of the relevance of a range of social factors to religious and spiritual issues, for instance migration.

Note: Students 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).

Sources may include: Bauman; Brown; Bruce; Drane; Glock and Stark; Greeley; Heelas; Herberg; Miller and Hoffman; Modood et al; Pryce; Stark and Bainbridge; Voas and Crocket; etc.

Note: Refer to General Mark Scheme B for AO2 marks

(18 marks)

Section B: Global Development

Total for this section: 60 marks**0 5**

Identify and briefly explain **three** advantages that non-governmental organisations may have over governmental organisations in providing help to developing countries.
(9 marks)

One mark for each of **three** advantages identified, such as:

- are seen as non-political
- more flexible/less bureaucratic
- more local contacts/'on the ground'
- public are more sympathetic to them
- carry no historical baggage.

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

- Are seen as non-political: NGOs do not have obvious governmental or political connections and can therefore work with a wider range of groups in society.
- More flexible/less bureaucratic: thanks to their size and more flexible organisational structures NGOs are able to work faster and more effectively than governmental organisations.
- More local contacts/'on the ground': NGOs tend to focus their work more locally and work with whichever groups can more effectively provide necessary help.

One mark only for each of **three** partially satisfactory explanations, such as NGOs work more on small projects.

0 6

Using material from **Item B** and elsewhere, assess the view that developing countries should adopt western-style healthcare systems and practices. *(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 development and health. Knowledge may be flawed and there will be little evidence that the student has understood either the question or the material in response to it.

Higher in the band, there will be limited understanding of the demands of the question set. The student may present some limited knowledge on development and health. 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 a case study, or a limited collection of data on relevant demographic variables, such as birth rates and death rates.

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 health care and development. There may be a tendency to present material in a list-like manner, for example giving a list of advantages and disadvantages of different health models. Alternatively, students may give descriptive outlines of two or more case studies on health care.

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 health care and development. Material will be drawn from the Item and elsewhere. This may include concepts and issues such as: birth rates; death rates; infant mortality; famine; interventionist policies; structural adjustment; epidemiologic transition; preventative/curative models; bio-medical approach; holistic approaches; fertility; gender equality; nutrition and diet; hygiene; colonialism; exploitation; pollution; urbanisation; sanitation; shanty towns; population migration; traditional cultures and folk medicine. Sources may include: Adamson; Cohen and Kennedy; Frank; Hayter; Hewitt and Smyth; Kaplan; Malthus; Mamdani; Porritt; Robey et al; Rostow.

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

0 7

Evaluate the contribution of Marxist theories to our understanding of the processes of development in the 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, students will present an answer based on very limited knowledge and understanding of development issues in the world today and/or Marxist theories 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 student has understood either the question or the material in response to it. At this level answers might include:

- isolated or disjointed statements about development or
- some flawed material from Marxist views.

Higher in the band, students will present knowledge on development issues in the world today and/or Marxist theories that is incomplete or flawed. However, students' 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 issues in the world today or
- some incomplete or flawed accounts of Marxist theories of development.

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

Lower in the band, students 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 related to development issues in the world today or
- brief, descriptive and accurate accounts of one or two studies of development or
- outlines of Marxist theories of development with relevance to the question left largely implicit.

Higher in the band, students will present a fuller though possibly still unbalanced response to the question. Answers may still be somewhat descriptive or narrowly focused, for instance dealing mainly with a single theory of development, such as dependency theory, or focusing on negative rather than any positive issues. At this level answers might include:

- a more developed list of evidence related to the benefits or criticisms of Marxist views of development issues in the world today, but with a limited theoretical structure or

- a largely accurate and more developed list of studies of development issues, but with a limited application to Marxist views or
- a coherent and broadly accurate account from two or more theories of development, including Marxist theories.

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

Lower in the band, students will 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: exploitation; dependency; take-off; capitalism; colonialism; neo-colonialism; neo-Marxism; imperialism; centre/periphery; globalisation; debt crises; conditional aid; patriarchy; ideologies; satellite; metropolis; world systems theory; postmodernism; McDonaldisation; neo-liberalism; globalist; modernisation; hybridisation; homogenisation and transformationalism will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts, including Marxist, of evidence relating to the benefits or criticisms of development issues in the world today, but still with some limitations in the theoretical structure or
- more developed and accurate accounts of studies of development, including Marxist, but still with some limitations in the theoretical structure or
- more coherent and accurate accounts from a range of theories, including Marxist, with relevance to the development issues in the world today made explicit.

Higher in the band, students 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 examples of the advantages and drawbacks of different views of development or
- greater knowledge and understanding of the complexity or development processes or
- greater knowledge and understanding of the political nature of many arguments and theories of development.

Note: Students 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).

Sources may include: Barber and Schulz; Beall; Cochrane and Pain; Cohen and Kennedy; Collier; Coyle; Frank; George; Giddens; Hayter; Laclau; Lenin; Marx; McKay; Rostow; Sen; Sklair; Steven; Wallerstein; Warren; etc.

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

0 8

'Aid is a tool used by rich countries to give them power and influence over poorer countries.'

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, students will present an answer based on very limited knowledge and understanding of the relationship between development and aid 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 student has understood either the question or the material in response to it. At this level answers might include:

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

Higher in the band, students will present knowledge on the relationship between development and aid that is incomplete or flawed. However, students' 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 related to aid or
- some incomplete or flawed accounts of theories of development.

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

Lower in the band, students 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 aid or
- brief, descriptive and accurate accounts of one or two studies of aid or
- outlines of one or two theories of development, with relevance to the question left largely implicit.

Higher in the band, students 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 negative issues and ignoring any positive evidence on the use of aid. At this level answers might include:

- a more developed list of factors related to aid but with a limited theoretical structure or

- a largely accurate and more developed list of studies of aid, but with a limited theoretical structure or
- a coherent and broadly accurate account from two or more theories of development, with some explicit links to the use of aid and/or power.

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

Lower in the band, students will 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: colonialism; neo-colonialism; exploitation; globalisation; transnational corporation; agribusiness; deforestation; desertification; sustainable development; cash crops; non-governmental organisations; International Monetary Fund; World Bank dependency; fair trade; tied aid; multilateral and bilateral debt; debt cancellation; structural adjustment programmes; kleptocracy; corruption; imperialism; neo-liberalism and capitalism will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of factors related to aid, but still with some limitations in the theoretical structure or
- more developed and accurate accounts of studies of aid, but still with some limitations in the theoretical structure or
- more coherent and accurate accounts from a range of theories of development, with explicit links to aid and power.

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

- greater knowledge and understanding of the application of a range of different perspectives on development and aid relationships or
- greater knowledge and understanding of socio-political aspects of the processes and debates and the organisations involved or
- greater knowledge and understanding of the global nature of many of the issues.

Note: Students 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).

Sources may include: Bauer; Cohen and Kennedy; Collier; Coyle; Easterley; Evans; Frank; George; Hayter; Moyo; Rostow; Sach; Seagar and Lewis; Swift; etc.

Note: Refer to General Mark Scheme B for AO2 marks

(18 marks)

Section C: Mass Media

Total for this section: 60 marks**0 9**

Identify and briefly explain **three** arguments put forward by sociologists to support their claim that exposure to media violence does **not** make people violent. *(9 marks)*

One mark for each of **three** arguments identified, such as:

- many studies have been conducted under artificial conditions
- violence is an unclear concept
- 'terror for pleasure' is not a corrupting influence
- catharsis
- the audience are active not passive
- sensitises people to the consequences of violence
- no causal effect
- heterogeneous audiences.

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

- Many studies have been conducted under artificial conditions: the evidence for any relationship includes a large number of studies done under laboratory conditions and we know that people do not behave normally when tested under such abnormal conditions.
- Violence is an unclear concept: what people think of as violent differs, there is no agreed yardstick for acts to call them violent or non-violent.
- 'Terror for pleasure' is not a corrupting influence: people enjoy watching films and TV programmes that include violent scenes. They know these are make-believe, not real.

One mark only for each of **three** partially satisfactory explanations, such as people make choices.

1 0

Using material from **Item C** and elsewhere, assess sociological views of the selection and presentation of the news. (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 the mass media and/or the news. Knowledge may be flawed and there will be little evidence that the student has understood either the question or the material in response to it.

Higher in the band, there will be limited understanding of the demands of the question set. The student may present some limited knowledge on the mass media and/or 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 one or two studies on media presentation of the news, or a limited discussion on possible sources of or reasons for bias.

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 selection and presentation of the news. However, answers may lack balance and focus mainly on either selection or presentation. There may be a tendency to present material in a list-like manner, for example describing some examples of biased news reporting. Alternatively, students 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 the selection and presentation of the news. Material will be drawn from the Item and elsewhere. This may include concepts and issues such as: ideology; economic, physical, social and organisational constraints; news values; news diary; role of press agencies; public relations; 24-hour news; influence of the new media; hegemony; power; social construction; folk devils; moral panics; allocative control; gatekeeping; agenda-setting; selective reporting; pluralism; neo-pluralism. Sources may include Bagdikian; Borsay; Cohen; Couldry et al; Chandler; Davies; Edwards and Cromwell; Fiske; Furedi; Galtung & Ruge; GMG; Manning; McChesney; McQuail; Peace; Redhead; Rock; Thomas; Thornton; Young.

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

1 1

Evaluate the contribution of Marxist theories to our understanding of the organisation and role of the mass media in the 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, students will present an answer based on very limited knowledge and understanding of Marxist views 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 student has understood either the question or the material in response to it. At this level answers might include:

- isolated or disjointed statements about the role of the mass media or
- some flawed material on Marxist views.

Higher in the band, students will present knowledge of Marxist views of the media that is incomplete or flawed. However, students' 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 related to different aspects of the role of the mass media or
- some incomplete or flawed accounts of theories of the mass media.

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

Lower in the band, students 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 different aspects of the organisation or role of the mass media or
- brief, descriptive and accurate accounts of one or two studies of the mass media, including Marxist or
- outlines of one or two theories of the mass media, including Marxist, with relevance to the question left largely implicit.

Higher in the band, students 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 the printed media. At this level answers might include:

- a more developed list of evidence related to different aspects of the organisation or role of the mass media, but with a limited application of Marxist views or

- a largely accurate and more developed list of studies of the organisation or role of the mass media but with limited application of Marxist views or
- a coherent and broadly accurate account from two or more theories of the media, including Marxist views.

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

Lower in the band, students will 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: ISAs; ideology; concentration of ownership; globalisation; mass culture; domination; oppression; interactivity; neo-Marxism; pluralism; vertical integration; horizontal integration; diversification; global village; sign objects; social interaction; multiple realities; popular culture; agenda-setting; gatekeeping; allocative control; identity and choice; metanarrative; reception analysis; cultural pessimists and neophiliacs will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of Marxist views of different aspects of the organisation and role of the mass media, but still with some limitations in the theoretical structure or
- more developed and accurate accounts of studies of the mass media, including Marxist views, but still with some limitations in the theoretical structure or
- more coherent and accurate accounts from a range of theories of the media, including Marxist.

Higher in the band, students 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 organisation and role of the mass media and/or Marxist views or
- greater knowledge and understanding of global aspects of the debates or
- greater knowledge and understanding of the complexity of research in the mass media and its effects.

Note: Students 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).

Sources may include: Althusser; Boyle; Cornford and Robins; Curran; Curran and Seaton; Doyle; Haste; GMG; Jenkins; Marcuse, Marx; Miliband; Tunstall and Palmer; Whale; etc.

Note: Refer to General Mark Scheme B for AO2 marks

(18 marks)

1	2	Evaluate the impact of the growth and increasing diversity of the new media on society 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, students will present an answer based on very limited knowledge and understanding of the mass media and the new media in particular 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 student has understood either the question or the material in response to it. At this level answers might include:

- isolated or disjointed statements about new media or
- some flawed material from theories on the mass media.

Higher in the band, students will present knowledge on the mass media and the new media in particular that is incomplete or flawed. However, students' 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 growth of the new media or
- incomplete or flawed accounts of theories on the mass media.

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

Lower in the band, students 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 different new media or
- brief, descriptive and accurate accounts of one or two studies of the new media or
- outlines of one or two theories of the mass media, with relevance to the question left largely implicit.

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

- a more developed list of factors related to different new media, but with a limited theoretical structure or
- a largely accurate and more developed list of studies of the new media, but with a limited theoretical structure or

- a coherent and broadly accurate account from two or more theories of the mass media, with relevance to the new media made explicit.

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

Lower in the band, students will 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: convergence; compression; interactivity; collective intelligence; generational divide; digital divide; neophiliacs; cultural pessimists; conglomerates; elites; hegemony; global village; ideology; ideological state apparatus; domination; agenda-setting; gatekeeping; deadlines; market forces; pluralism; social media; mobile technology and hierarchy of credibility will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of evidence relating to the new media, but still with some limitations in the theoretical structure or
- more developed and accurate accounts of studies of the new media, but still with some limitations in the theoretical structure or
- more coherent and accurate accounts from a range of theories of the mass media, with relevance to the new media made explicit.

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

- greater knowledge and understanding of the range and complexity of new media or
- greater knowledge and understanding of the complexity of the relationship between ownership and control of the mass media and the role of the new media or
- greater knowledge and understanding of the impact of new media on traditional debates.

Note: Students 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).

Sources may include: Cornford and Robins; Curran; Curran and Seaton; Fenton; Flew; Garrod; Harvey; Jenkins; McLuhan; Seaton; Strinati; etc.

Note: Refer to General Mark Scheme B for AO2 marks

(18 marks)

Section D: Power and Politics

Total for this section: 60 marks**1 3**

Identify and briefly explain **three** reasons why direct action may be an effective way of bringing about social change. *(9 marks)*

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

- gets publicity
- can bring about mass movements
- unites disparate individuals and groups
- is more likely to get results as voting appears to yield few changes
- gets politicians to listen/take notice
- gains more public support.

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

- Gets publicity: the media always seem keen to cover the exploits of groups taking direct action. It fits news values such as immediacy, violence, etc.
- Can bring about mass movements: by using modern means of communication it is possible to turn small actions into mass movements quickly and with comparatively little effort.
- Unites disparate individuals and groups: unlike the membership of many pressure groups those taking part in direct action may have little in common other than the cause for which they are campaigning.

One mark only for each of **three** partially satisfactory explanation, such as it fits media news values.

1 4

Using material from **Item D** and elsewhere, assess the view that pressure groups are an undemocratic and harmful feature of modern political systems. (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 pressure, interest groups, or new social movements. Knowledge may be flawed and there will be little evidence that the student has understood either the question or the material in response to it.

Higher in the band, there will be limited understanding of the demands of the question set. The student may present some limited knowledge on pressure groups. 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 the activities of one or two pressure groups or a descriptive summary of ways in which pressure groups organise campaigns.

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 different pressure groups. There may be a tendency to present material in a list-like manner, for example describing the activities of two or three pressure groups. Alternatively, students may focus on typologies, with only limited explicit linkage to the question.

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 pressure groups. This may be linked to evidence on the work of pressure groups in society in general. Material will be drawn from the Item and elsewhere. This may include concepts and issues such as: promotional pressure groups; protective pressure groups; new social movements; zero-sum and variable-sum power; interest or sectional groups; neo-pluralism; hyperpluralism; polyarchal democracy; deformed polyarchy; outsider groups; insider groups; the Arab Spring; campaign. Sources may include Duverger; Faulks; Hallsworth; Hetherington; Lukes; Marx; Morgan.

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

1 | 5

Evaluate the contribution of Marxist theories to our understanding of power and politics in the 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, students will present an answer based on very limited knowledge and understanding of power and/or politics and/or Marxist theories 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 student has understood either the question or the material in response to it. At this level answers might include:

- some isolated or disjointed statements on power and/or politics or
- some flawed material from Marxist views.

Higher in the band, students will present knowledge on power and/or politics in the world today that is incomplete or flawed. However, students' 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 power and/or politics in the world today or
- some very limited or incomplete accounts of Marxist theories of power and/or politics.

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

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

- a brief list of factors related to different aspects of power and/or politics in the world today or
- brief, descriptive and accurate accounts of one or two studies of power and/or politics in the world today, including Marxist or
- outlines of one or two theories of power and/or politics in the world today, including Marxist, with relevance to the question left largely implicit.

Higher in the band, students 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 descriptions of Marxist theories, but largely ignoring other perspectives, or focusing almost exclusively on empirical material and largely ignoring theoretical aspects of the question. At this level answers might include:

- a more developed list of evidence related to different aspects of power and politics in the world today, but with a limited application of Marxist views or

- a largely accurate and more developed list of studies of power and politics in the world today, but with limited application of Marxist views or
- a coherent and broadly accurate account from two or more theories of power and politics in the world today, including Marxist views.

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

Lower in the band, students will 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: ideology; neo-pluralism; deformed polyarchy; elites; alienation; post-industrial society; domination; subordination; legitimate; symbolic resistance; proletariat; bourgeoisie; means of production; ideological struggle; distributional power; collective power; disciplinary power; patriarchy and capitalism will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of evidence related to power and politics in the world today, but still with some limitations in the theoretical structure or
- more developed and accurate accounts of studies of power and politics in the world today, but still with some limitations in the theoretical structure or
- more coherent and accurate accounts from a range of theories, including Marxist, of power and politics in the world today.

Higher in the band, students 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 power and politics in the world today or
- greater knowledge and understanding of the impact of globalisation on power and politics in the world today or
- greater knowledge and understanding of the complexities of power and political decision making in the world today.

Note: Students 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).

Sources may include: Abercrombie et al; Allen; Althusser; Bauman; Bocoock; Davis and Moore; Foucault; Giddens; Gramsci; Lukes; Mann; Marx; Millett; Parsons; Rowbotham; Weber; Westergaard; Westwood; etc.

Note: Refer to General Mark Scheme B for AO2 marks

(18 marks)

1 6

'Politicians and political parties need to understand the role and influence of the mass media if they are to succeed in politics today.'

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, students will present an answer based on very limited knowledge and understanding of politics and/or the mass media 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 student has understood either the question or the material in response to it. At this level answers might include:

- isolated or disjointed statements about politics and/or the mass media or
- some flawed material on sociological perspectives on the role of political parties.

Higher in the band, students will present knowledge on politics and/or the mass media that is incomplete or flawed. However, students' 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 mass media and politics or
- some incomplete or flawed account from theories of the role of political parties.

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

Lower in the band, students 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 mass media and politics or
- brief, descriptive and accurate accounts of one or two studies of the role of the mass media in politics or
- outlines of one or two theories of the role of politicians and political parties, with relevance to the question left largely implicit.

Higher in the band, students 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 mass media presentation, for example relating to party image, or presenting an answer based solely on theoretical perspectives with only limited reference to empirical material or society today. At this level answers might include:

- a more developed list of factors relating to the mass media, politicians and politics, but with a limited theoretical structure or
- a largely accurate and more developed list of studies of the role and/or influence of the mass media in politics today, but with a limited theoretical structure or
- a coherent and broadly accurate account from two or more theories of the role of politicians and political parties, with clear links to the role and/or influence of the mass media.

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

Lower in the band, students will 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: party image; globalisation; hyperreality; consumption cleavages; voter apathy; pluralism; elitism; ideological convergence; the Third Way; hegemony; media models; spin doctors; polysemy and neo-Marxism will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of factors relating to mass media, politicians and politics today, but still with some limitations in the theoretical structure or
- more developed and accurate accounts of studies of the role and influence of the mass media in politics today, but still with some limitations in the theoretical structure or
- more coherent and accurate accounts from a range of theories of the role of politicians and political parties, with explicit focus on the role and influence of the mass media today.

Higher in the band, students 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 evidence on the impact of global issues on politicians and political parties or
- greater knowledge and understanding of the impact of the new media or
- greater knowledge and understanding of the complexities of politics in an increasingly globalised society.

Note: Students 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).

Sources may include: Baudrillard; Crewe; Curran; Festinger; Giddens; GUMG; Hirst and Thompson; Lyoyd; McQuail; Ohmae; Philo; Whale; etc.

Note: Refer to General Mark Scheme B for AO2 marks

(18 marks)

General Mark Scheme A

(Questions

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1	4
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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

(Questions 03 , 04 , 07 , 08 , 11 , 12 , 15 , 16)

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, students 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 student has understood either the question or the material in response to it.

Higher in the band, students will present knowledge on the topic that is incomplete or flawed. However, students' 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, students 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, students 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, students' 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 2013****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)Students answer **one** question from a choice of two.

				ASSESSMENT OBJECTIVES			
Questions				AO1	AO2		Total
					(a) *	(b) *	
0	3	or	0 4	15	9	9	33
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)Students answer **one** question from a choice of two.

				ASSESSMENT OBJECTIVES			
Questions				AO1	AO2		Total
					(a) *	(b) *	
0	7	or	0 8	15	9	9	33
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)

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

			ASSESSMENT OBJECTIVES			
Questions			AO1	AO2		Total
				(a) *	(b) *	
1	1	or 1 2	15	9	9	33
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)

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

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

* AO2 (a) = Interpretation and Application

* AO2 (b) = Analysis and Evaluation