



**General Certificate of Education
June 2012**

Sociology **2191**

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

Unit 3

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** reasons why statistics on religious belief may not be accurate. *(9 marks)*

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

- there are methodological issues, eg there is no systematic count of believers
- beliefs change over life-time
- secrecy of sects/cults/New Religious Movements
- statistics may not include all religions
- people do not tell the truth about their beliefs
- religious organisations overestimate their membership
- many people worship in private
- there are no agreed criteria as to what constitutes belief.

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

- There is no systematic count of believers: the statistics available tend to come from a variety of different sources, including opinion pollsters, churches and census figures. These have varying degrees of accuracy.
- People do not tell the truth about their beliefs: people sometimes lie to researchers about their religious beliefs, perhaps giving an answer they think the researcher would like to hear or one that fits their image rather than actuality.
- Religious organisations overestimate their membership: for reasons of image and prestige some religious organisations overestimate the numbers of people who are members of their organisation.

One mark only for each of **three** partially satisfactory answers, such as statistics tend to come from a variety of sources.

0 2

Using material from **Item A** and elsewhere, assess the view that women are no longer oppressed by religion. (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 women and religious belief and/or practice. 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 women as members of religious organisations. 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 religious organisations and their members.

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 oppression of women by religion. There may be a tendency to present material in a list-like manner, for example describing a number of examples of religious oppression of women. 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 view that women are no longer oppressed by religion. Material will be drawn from the Item and elsewhere. This may include concepts and issues such as: secularisation; fundamentalism; spiritual shopping; polygamy; female circumcision; sati/suttee; differential punishments for adultery; female priests; feminist theology; veiling; lifestyle; patriarchy; oppression; pick-and-mix religion; New Age movements; disenchantment; globalisation; social solidarity; anomie; status quo; false class consciousness; etc. Sources may include Daly; Heelas; Bruce; Bird; El Sadaawi; Turner; Simon and Nadell; Glock and Stark; Aune et al; Kaur-Singh; Gross.

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

0 3

'Religion is still the most significant ideological influence in the world 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 religion and/or different ideologies 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 ideologies or
- some flawed material on religious practice and/or beliefs.

Higher in the band, students will present knowledge on religion and/or different ideologies 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 ideologies or
- some incomplete or flawed accounts of theories of religious influence and/or belief and practice.

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 the existence of different ideologies or
- brief, descriptive and accurate accounts of one or two studies of the influence of non-religious ideologies, for instance Marxism, feminism or science
- outlines of one or two theories of religious influence and/or belief and practice.

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 influence of religious ideologies. At this level answers might include:

- a more developed list of evidence related to the existence and influence of different ideologies, but with a limited theoretical structure or
- a largely accurate and more developed list of studies of the existence and influence of non-religious ideologies, but with a limited theoretical structure or
- a coherent and broadly accurate account from two or more theories of religious influence and/or belief and practice.

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 self-spirituality, global cafeteria, self-religions, Islamism, feminism, Marxism, communism, fundamentalism, evolution, intelligent design, spiritual shopping, pick-and-mix religions, religiosity, hegemony, holistic milieu, metanarrative, scientific revolutions and the social power of science, will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of evidence related to the existence of different ideologies, but still with some limitations in the theoretical structure or
- more developed and broadly accurate accounts of studies of religious and non-religious ideologies, but still with some limitations in the theoretical structure or
- more coherent and broadly accurate accounts from a range of theories of different ideological beliefs.

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 influence of ideologies or
- greater knowledge and understanding of the problematic nature of measuring the influences of religious and non-religious ideologies 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: Marx; Mannheim; Lyotard; Marks; Gellner; Gramsci; Woolgar; Knorr-Cetina; Polanyi; Popper; Kuhn; Bruce.

Note: refer to General Mark Scheme B for AO2 marks

(18 marks)

0 4

Critically examine sociological views of sects in society 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 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 sects and/or cults or
- some flawed material on one or more theory of religion.

Higher in the band, students will present knowledge on functional 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 descriptive list of some sects and/or cults or
- some incomplete or flawed accounts of typologies of sects and cults.

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 sects or
- brief, descriptive and accurate accounts of one or two studies of sects or
- outlines of one or two typologies of sects 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. At this level answers might include:

- a more developed list of factors related to sects, but with a limited theoretical structure or
- a largely accurate and more developed list of studies of sects, but with a limited theoretical structure or
- a coherent and broadly accurate account from two or more theories of sects.

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, for instance, making very limited reference to society today. Concepts and issues such as marginality, relative deprivation, schism, new religious movement, client cults, audience cults, cultic movements, late/postmodernity; cultural defence; cultural transition; individualism; theodicy of disprivilege; sectarian cycle, world-affirming, world-rejecting, conversionist, Adventist, New Age and globalisation will be explored and broadly understood. At this level answers might include:

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

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 range of different sectarian movements and cults or
- greater knowledge and understanding of global aspects of the debates and comparative empirical material or
- greater knowledge and understanding of sects and cults in society in relation to a range of religious and spiritual issues, for instance secularisation.

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: Wilson; Barker; Wallis; Stark and Bainbridge; Bruce; Heelas; Sutcliffe; Weber; Glock and Stark; Troeltsch.

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** ways in which the activities of transnational corporations may contribute to development.

(9 marks)

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

- raise standards of living
- provide employment
- increase investment
- improve training and skills
- modernise technology/production.

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

- Raise standards of living: TNCs may bring higher wages and job security to a country and thus help to raise its standards of living.
- Provide employment: by setting up factories and manufacturing outlets TNCs bring employment to areas where otherwise there might be high unemployment.
- Increase investment: taking advantage of tax free zones etc, TNCs bring outside investment to countries keen to improve their balance of trade and raise their GDP.

One mark only for each of **three** partially satisfactory answers, such as bringing modern ideas.

0 6

Using material from **Item B** and elsewhere, assess the view that foreign aid may be harmful to 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 aid and development. 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 foreign aid 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 a case study on foreign aid, or a limited collection of data on the benefits and/or disadvantages of giving or receiving foreign aid.

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 significance of foreign aid in 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 on benefits and/or disadvantages that might be claimed about giving or receiving foreign aid. Alternatively, students may give descriptive outlines of two or more case studies of the implementation of foreign aid programmes.

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 foreign aid and development. Material will be drawn from the Item and elsewhere. This may include concepts and issues such as: neo-colonialism; exploitation; corruption; globalisation; GDP; tax-free zones; export-led growth; bilateral aid; multilateral aid; emergency aid; tied aid; free trade; agribusiness; cash crops; military aid; traditional cultures; debt boomerang; voluntary agencies and non-governmental organisations; Official Development Assistance (ODA); neo-liberalism; dependency. Sources may include Hayter; Collier; Coyle; George; Barrington Moore; Rostow; Frank; Cohen and Kennedy; Hancock; Alibhai-Brown; Sachs; Erixon; Bauer; Calderisi; Riddell.

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

0 7

'Modernisation and dependency theories are both limited in their ability to explain how the world is changing 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 development issues in the world today 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 theories of development.

Higher in the band, students will present knowledge on development issues 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:

- a very brief list of evidence relating to development issues in the world today 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 evidence related to development issues in the world today or
- brief, descriptive but accurate accounts of one or two studies of development 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 dealing mainly with a single theory of development, such as dependency theory, or failing to explain how the world is changing today. At this level answers might include:

- a more developed list of evidence related to the benefits or drawbacks associated with development issues in the world today, but with a limited theoretical structure or
- a largely accurate and more developed list of studies of development, but with a limited theoretical structure or
- a coherent and broadly accurate account from two or more theories of development, including those referred to in the question, with relevance to the question 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 a range of employment, investment, changes to traditional values, focus for infrastructure – eg health, education facilities, cosmopolitanism, neo-colonialism, neo-liberalism; deregulation; instability; dependency, globalisation, debt crises, conditional aid, gender, urbanisation, environmental degradation, shadow economies, ideologies and hybridity will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of evidence relating to development issues in the world today, but still with some limitations in the theoretical structure or
- more developed and broadly accurate accounts of studies of development, but still with some limitations in the theoretical structure or
- more coherent and broadly accurate accounts from a range of theories, including those referred to in the question, with relevance to explanations of how the world is changing 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 explanations of how the world is changing today
- greater knowledge and understanding of the complexity of development processes or
- greater knowledge and understanding of the political nature of many development 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: Rostow; Frank; Hayter; Sklair; Beall; Cohen and Kennedy; Sen; Giddens; Barber and Schulz; McKay; Cochrane and Pain; Steven.
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Note: Refer to General Mark Scheme B for AO2 marks **(18 marks)**

0 8

'Development needs will always take priority over safeguarding the environment.'

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 the environment 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 environmental issues or
- some flawed material from theories of development.

Higher in the band, students will present knowledge on the relationship between development and the environment 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 some environmental disasters linked to development 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 environmental concerns or
- brief, descriptive and accurate accounts of one or two studies of environmental disasters caused by development 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 environmental management. At this level answers might include:

- a more developed list of factors related to environmental concerns, but with a limited theoretical structure or

- a largely accurate and more developed list of studies of environmental disasters caused by development, 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 environmental issues.

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 neo-colonialism, exploitation, globalisation, transnational corporation, environmental pressure groups, urbanisation, agribusiness, deforestation, desertification, sustainable development, pull and push factors, biodiversity, cash crops, capitalism, law enforcement, environmental legislation, carbon trading, green crime and populism will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of factors related to environmental concerns, but still with some limitations in the theoretical structure or
- more developed and broadly accurate accounts of studies of environmental disasters caused by development, but still with some limitations in the theoretical structure or
- more coherent and broadly accurate accounts from a range of theories of development, with explicit links to environmental issues.

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 the environment or
- greater knowledge and understanding of socio-political aspects of the processes and debates 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: Cohen and Kennedy; Kingsbury; Frank; Rostow; Woodhouse; Lloyd; Elkington; Foster; Ellwood; Schumacher; Smith; Martel; White.

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** ways in which globalisation has changed the role of the media over the past 20 years or so. *(9 marks)*

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

- development of global media corporations
- media focus has become more international
- development of the 24 hour agenda
- spread of culture globally via the media
- manufacturing for mass multi-cultural media markets.

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

- Development of global media corporations: globalisation has encouraged and facilitated the development of global multi-media corporations that are able to take account of economies of scale operating their businesses globally.
- Media focus has become more international: as globalisation has increased, media markets have become less national and more international.
- Development of the 24 hour agenda: the mass media now operate on a 24-hour agenda. News, business, finance and programming all have to be taken into consideration on a 24 hour basis, rather than having an overnight blackout.

One mark only for each of **three** partially satisfactory answers, such as the media have become less national.

1 0

Using material from **Item C** and elsewhere, assess the view that the mass media represent young people as a problem group. *(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 young people and the mass media. 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 young and the mass media. 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 representation of children or youths, or a limited discussion on stereotyping.

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 representation of young people in the mass media. There may be a tendency to present material in a list-like manner, for example describing some examples of age stereotyping. 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 representation of children and youths in the mass media. Material will be drawn from the Item and elsewhere. This may include concepts and issues such as ideology; economic, physical, social and organisational constraints; influence of the new media; hegemony; stereotyping; power; social construction; minority ethnic groups; youth culture; use of social networks; labelling; style; popular culture; folk devils; moral panics; lifestyle; identity; etc. Sources may include Wayne; Cohen; Heintz-Knowles; Newman; Lee et al; Cuddy and Fiske; Hebdidge.

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

1 1

Assess postmodernist contributions to our understanding of the role of the mass media in society 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 postmodernist views rather than 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 postmodernist views.

Higher in the band, students will present knowledge of postmodernist 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 role of the mass media or
- brief, descriptive and accurate accounts of one or two studies of the mass 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 with only the impact of the new media. At this level answers might include:

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

- a largely accurate and more developed list of studies of the mass media but with reference to postmodernist views or
- a coherent and broadly accurate account from two or more theories of the media, including postmodernist 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 hyperreality, simulacra, instability, style over substance, media-saturated society, interactivity, global village, sign objects, social interaction, multiple realities, popular culture, simulation, 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 evidence relating to different aspects of the role of the mass media, but still with some limitations in the theoretical structure or
- more developed and broadly accurate accounts of studies of the mass media, but still with some limitations in the theoretical structure or
- more coherent and broadly accurate accounts from a range of theories of the media, including postmodernist.

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 role of the mass media or
- greater knowledge and understanding of global aspects of the debates or
- greater knowledge and understanding of the complexity of research on the mass media
- greater knowledge and understanding of postmodernist theories of the media.

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: Strinati; Lyotard; Baudrillard; Miller; Philo; Poster; Thompson; Lull.

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

1 2	Assess the view that the news is a social construction.	(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 news 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 news or
- some flawed material from theories of the mass media.

Higher in the band, students will present knowledge on the mass media and the news 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 news or
- 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 news selection and/or presentation or
- brief, descriptive and accurate accounts of one or two studies of the manufacture of news 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 study of news production. At this level answers might include:

- a more developed list of factors related to news selection and/or presentation, but with a limited theoretical structure or
- a largely accurate and more developed list of studies of the manufacture of news, 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 manufacture of news 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 headlining, different types of news, different news outlets, news as pastiche, audiences, hegemony, ideology, ideological state apparatus, domination, agenda-setting, gate-keeping, deadlines, market forces, news values, pluralism, manipulation, bias, churnalism, hierarchy of credibility, primary definers and propaganda will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of evidence relating to news selection and presentation, but still with some limitations in the theoretical structure or
- more developed and broadly accurate accounts of studies of the manufacture of news, but still with some limitations in the theoretical structure or
- more coherent and broadly accurate accounts from a range of theories of the mass media, with relevance to news selection and presentation 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 comparative material on news production or
- greater knowledge and understanding of the complexity of the relationship between ownership and control of the mass media and the social construction of news or
- greater knowledge and understanding of the impact of new media on the 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: McChesney; Manning; Hall; Herman and Chomsky; Bagdikian; Couldry et al; Davies; Edwards and Cromwell; Dutton; Galtung and Ruge; Chandler; Morley.

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** ways in which the role of the mass media in the political process has changed over the past 30 years or so. *(9 marks)*

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

- following a 24 hour news agenda
- more intrusive and investigative reporting
- development of TV debates
- development of the internet and political blogging
- increased media power to the users via texts, Twitter, Facebook, etc
- greater use of 'spin'.

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

- Following a 24 hour news agenda: the political world now works to a 24 hour agenda which means that political events and news are reported faster and reactions to them are expected immediately.
- More intrusive and investigative reporting: the notion of 'private' lives for politicians has all but disappeared. Politicians have their activities investigated by media journalists seeking to uncover newsworthy stories.
- Development of TV debates: British politics has become more presidential in style, and, as part of that, the notion of leadership debates has entered our political system during general elections.

One mark only for each of **three** partially satisfactory answers, such as political events happen faster.

1 4

Using material from **Item D** and elsewhere, assess the view that elected politicians today have little power. (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 power and/or politicians. 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 power and/or politicians. 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 issues related to politicians and power or a descriptive summary of factors related to the distribution of power in society.

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 elected politicians and power. There may be a tendency to present material in a list-like manner, for example describing two or three issues related to elected politicians and power. Alternatively, students may focus on theories of power, 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 elected politicians and power. This may be linked to evidence on sources and the distribution of power in society in general. Material will be drawn from the Item and elsewhere. This may include concepts and issues such as: domination; hegemony; oligarchy; diffusion; pluralism; accountability; power elite; capitalists; bureaucrats; the military; religious leaders; pressure groups; celebrity; stakeholders; zero-sum and variable-sum power. Sources may include Parsons; Marx; Lukes; Mills; Pareto; Miliband; Poulantzas; Hutton; Scott; Peston; Abercrombie and Ward.

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

1 5

'There is no real difference between old-style traditional pressure groups and new social movements.'

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 pressure groups and/or new social movements 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 pressure groups or
- some flawed material from theories of political participation.

Higher in the band, students will present knowledge on pressure groups and/or new social movements 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 pressure groups and/or new social movements 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, 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:

- undeveloped lists of evidence relating to pressure groups and/or new social movements or
- brief, descriptive and accurate accounts of studies of pressure groups and/or new social movements or
- outlines of one or two theories of political participation, with relevance to the question left largely implicit.

Higher in the band, students will present a fuller and 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 pressure groups and new social movements but ignoring theoretical aspects, or focusing almost exclusively mainly on one of the organisations at the expense of the other. At this level answers might include:

- more developed lists of evidence relating to pressure groups and/or new social movements, but with a limited theoretical structure or
- more developed accounts of studies of pressure groups and/or new social movements, but with a limited theoretical structure or
- a coherent and broadly accurate account from two or more theories of 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, 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, promotional, protective, neo-pluralist, deformed polyarchy, insider groups, special interest, elites, alienation, mass culture, direct action, counterculture, post-industrial, reflexivity and global branding will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of evidence related to pressure groups and new social movements, but still with some limitations in the theoretical structure or
- more developed and broadly accurate accounts of studies of pressure groups and new social movements, but still with some limitations in the theoretical structure or
- more coherent and broadly accurate accounts from a range of theories of political participation and with clear links to the question.

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 political organisations today or
- greater knowledge and understanding of the impact of globalisation on political organisations today or
- greater knowledge and understanding of the intricacies related to power and political decision-making 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: Hallsworth; Giddens; Faulks; Klein; Tarrow; Princen and Finger; Ingelhart; Boggs; Crook et al; Callinicos; Scott; Habermas; Cohen and Rai; Doherty; Melucci.

Note: Refer to General Mark Scheme B for AO2 marks

(18 marks)

1 6

'Politics today operates mainly on a global basis.'

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 global issues 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 globalisation or
- some flawed material on sociological perspectives on politics in the world today.

Higher in the band, students will present knowledge on globalisation and/or power and politics 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 globalisation or
- some incomplete or flawed accounts of theories of power.

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 globalisation or
- brief, descriptive and accurate accounts of one or two studies of the political aspects of globalisation or
- outlines of one or two theories of power and politics, 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 globalisation, for instance economic, or presenting an answer based solely on theoretical perspectives with minimal reference to society today. At this level answers might include:

- a more developed list of factors relating to globalisation, power and politics, but with a limited theoretical structure or

- a largely accurate and more developed list of studies on globalisation with some explicit links to power and politics, but with a limited theoretical structure or
- a coherent and broadly accurate account from two or more theories of power and politics, with relevance to the question 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 hegemony, bio-power, debt crises, patriarchy, deregulation, neo-liberalism, neo-imperialism, transnational corporation, global decision-making, global risk society, global warming, fundamentalism, war and conflict, global governance, terrorism, transnational politics and international migration will be explored and broadly understood. At this level answers might include:

- more detailed and developed accounts of factors relating to global issues today and their relevance for power and politics, but still with some limitations in the theoretical structure or
- more developed and broadly accurate accounts of studies of globalisation with explicit links to power and politics today, but still with some limitations in the theoretical structure or
- more coherent and broadly accurate accounts of a range of theories of power and politics, with explicit focus on global issues 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 evidence on the impact of global issues on power and politics or
- greater knowledge and understanding of inter-governmental organisations or
- greater knowledge and understanding of the complexities of global politics 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: Ohmae; Hirst and Thompson; Albrow; Callinicos; Giddens; Beck; Dicken; Dunning; Lash and Urry; Martin; Thiel; Hindle; Cohen; Sklair.

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 2012****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

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