

# A-LEVEL SOCIOLOGY

SCLY3: Beliefs in Society; Global Development; Mass Media;  
Power and Politics  
Mark scheme

---

2191  
June 2014

---

Version 1.0 Final

---

---

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

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.

Further copies of this Mark Scheme are available from [aqa.org.uk](http://aqa.org.uk)

## 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 AO1 marks only**

**In the 1-3 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 4-6 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 AO1 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 <b>three</b> arguments <b>against</b> the view that secularisation has occurred worldwide over the past 30 years or so, <b>apart from</b> those referred to in <b>Item A</b> . <i>(9 marks)</i>
---

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

- some religions show high belief
- secular influences limited to Europe only
- some religious movements are growing – eg NRMs
- religious teachings are still fundamental to many people's lives
- mass media prominence
- utterances by political leaders.

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

- some religions show high belief: while the Church of England might be in decline, other religions, such as Islam, show growth and high levels of belief
- secular influences limited to Europe only: secularisation might be confined just to protestant Europe. The USA, for example, seems to show high levels of religious practice
- some religious movements are growing: while traditional religion may be declining, some religious organisations, such as new religious movements, New Age movements and so on, seem to be growing.

**One** mark only for each of **three** partially satisfactory explanations, such as 'some organisations are increasing'.

**NB** No marks for religious practice changing or belief becoming a private affair.

0 2

Using material from **Item A** and elsewhere, assess the view that traditional churches are experiencing declining attendances mainly because they are no longer attracting the young. (18 marks)

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

**0** No knowledge or understanding relevant to the set question.

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

**Lower in the band**, students may make one or two very limited points on religious belief and/or practice. Knowledge may be flawed and there will be little evidence that the candidate has understood either the question or the material in response to it.

**Higher in the band**, there will be limited understanding of the demands of the question. The student may present some limited knowledge on religious belief and/or practice. 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, analysis of religious survey statistics.

**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 religious belief and practice. There may be a tendency to present material in a list-like manner, for example giving a number of reasons why church attendances have been falling. Alternatively, students may present slightly fuller and more developed accounts from two or more perspectives on religious belief and practice 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 age, religious belief and practice. Material will be drawn from the Item and elsewhere. This may include concepts and issues such as: globalisation; modernity; postmodernity; secularisation; fundamentalism; spiritual shopping; lifestyle; marginality; pick and mix religion; New Age movements; disenchantment; new religious movements; sects; cults; anomie; believing but not belonging; privatised religion; metanarrative; fragmentation of beliefs. Sources may include Aldridge, Bauman, Beckford, Bruce, Davie, Giddens, Glendinning and Bruce, Heelas, Lyon, Lyotard, Voas and Crocket.

**Note: Refer to General Mark Scheme A for AO2 marks.**

0 3

'Religion today helps societies to remain stable and to avoid conflict.'  
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 stability and conflict, rather than one based on sociological arguments or evidence. There will be only a peripheral link to the question. There will be little evidence that the student has understood either the question or the material in response to it. Answers might include:

- isolated or disjointed statements about religious conflicts, or
- some flawed material from a theoretical perspective on religion.

**Higher in the band**, students will present knowledge on religion and/or stability and conflict 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. Answers might include:

- a very brief list of evidence relating to different recent conflicts linked to religion, or
- some incomplete or flawed accounts from different perspectives on 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. Answers might include:

- undeveloped lists of factors relating to recent conflicts linked to religion, or
- brief, descriptive but accurate accounts of one or two studies of social stability and/or conflict, or
- outlines of one or more perspectives on religion, 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 conflicts and

making little mention of social stability. Answers might include:

- a more developed list of factors related to recent conflicts linked to religion, but with a limited theoretical structure, or
- a largely accurate and more developed list of studies of social stability and conflict, and still with a limited theoretical structure, or
- a coherent and broadly accurate account from two or more perspectives on religion, and with some relevant recent 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 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 feminism, patriarchy, civil religion, social change, sacred canopy, Marxism, neo-Marxism, communism, fundamentalism, functions of religion, evolution, intelligent design, spiritual shopping, pick and mix religions, religiosity, hegemony, holistic milieu, cushioning and/or an instrument of oppression, metanarrative and conservatism will be explored and broadly understood. Answers might include:

- more detailed and developed accounts of recent factors related to social stability and conflict, but still with some limitations in the theoretical structure, or
- more developed and accurate accounts of studies of social stability and conflict, but still with some limitations in the theoretical structure, or
- more coherent and accurate accounts from a range of perspectives on religion, and with significant accurate and relevant recent 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 made explicit. Answers might be more developed and detailed versions of the ‘lower in the band’ answers and/or show:

- greater knowledge and understanding of a range of recent comparative empirical evidence, or
- greater knowledge and understanding of the complexity of issues linked to social stability and conflict, or
- greater knowledge and understanding of the impact of globalisation on debates about the role and functions of religion in society today.

**NB** 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: Aldridge, Althusser, Barker, Bruce, Davie, Durkheim, Engels, Gramsci, Heelas, Lyotard, Malinowski, Marx, McGuire, Niebuhr, Parsons, Robinson, Wallis, Troeltsch, Weber, Woolgar.

---

**Note: Refer to General Mark Scheme B for AO2 marks.**

0 4

Evaluate feminist views on the role of religion in society today.

(33 marks)

**AO1: Knowledge and Understanding****(15 marks)****0** No knowledge or understanding relevant to the 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 feminist views on religion rather than one based on sociological arguments or evidence. There will be only a peripheral link to the question. There will be little evidence that the student has understood either the question or the material in response to it. Answers might include:

- isolated or disjointed statements about women and religious belief, or
- some flawed material from a theoretical perspective on religion.

**Higher in the band**, students will present knowledge on feminist views of religion 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. Answers might include:

- a very brief descriptive list of different religions and their treatment of women, or
- some incomplete or flawed accounts from one or more theoretical perspectives on 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. Answers might include:

- undeveloped lists of factors related to different religions and their treatment of women, or
- brief, descriptive but accurate accounts of one or two studies of the relationship between religion and gender, or
- outlines of one or more theoretical perspectives on religion, 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 Marxist feminist views. Answers might include:

- a more developed list of factors related to different religions and their treatment of women, but with a limited theoretical structure, or
- a largely accurate and more developed list of studies of the relationship between religion and gender and still with a limited theoretical structure, or
- a coherent and broadly accurate account from two or more perspectives on religion and gender, and with some 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 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 the views from perspectives other than feminism. Concepts and issues such as feminism, patriarchy, civil religion, social change, sacred canopy, Marxism, neo-Marxism, stained glass ceiling, nurturing, socialisation, theodicies of disprivilege, status frustration, empowerment, fundamentalism and New Age will be explored and broadly understood. Answers might include:

- more detailed and developed accounts of factors related to different religions and their relationship with gender, but still with some limitations in the theoretical structure, or
- more developed and accurate accounts of studies of the relationship between religion and gender but still with some limitations in the theoretical structure, or
- more coherent and accurate accounts from a range of perspectives on religion and gender and with significant 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. Answers might 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 empirical material on the relationship between gender and religion, or
- greater knowledge and understanding of global aspects of the debates, or
- a more detailed knowledge and understanding of a wider range of different feminist views.

**NB** 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, Aune et al, Badawi, Barrett, Bird, Bruce, Cohen and Kennedy, Davie, de Beauvoir, El Sadaawi, Glendinning and Bruce, Greeley, Gross, Halman and Draulans, Holm, Kaur-Singh, Miller and Hoffman, Pryce, Simon and Nadell, Woodhead and Heelas, Woodhead.

**Note: Refer to General Mark Scheme B for AO2 marks.**

---

**Section B: Global Development**

---

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

Identify and briefly explain **three** criticisms of the role of transnational corporations in the process of development. *(9 marks)*

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

- exploitation of labour
- evidence of damage to specific groups – children and women
- may not be value for money for governments
- out of control of governments
- environmental damage
- short-termism
- profit transfer.

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

- exploitation of labour: in some cases the work offered by TNCs is for long hours and very low pay
- evidence of damage to specific groups: there is evidence to show that some groups, in particular women and children, are sometimes exploited by TNCs by being made to work long hours for very low pay
- may not be value for money for developing countries: TNCs may prosper, but much of the wealth they create may be taken out of the country, and not go back into the host country to improve conditions there.

**One** mark only for each of **three** partially satisfactory explanations, such as TNCs have much power.

0 6

Using material from **Item B** and elsewhere, assess the view that, while industrialisation may bring some benefits to a developing country, it may also bring many problems.  
(18 marks)

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

**0** No knowledge or understanding relevant to the set question.

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

**Lower in the band**, answers may make one or two very limited points on development and industrialisation. 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 industrialisation. 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 industrialisation.

**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 industrialisation 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 industrialisation. Alternatively, students may give descriptive outlines of two or more case studies on industrialisation.

**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 industrialisation and development. Material will be drawn from the Item and elsewhere. This may include concepts and issues such as: colonialism; exploitation; structural adjustment; pollution; urbanisation; shanty towns; population migration; traditional cultures; push/pull factors; environmental degradation; agribusiness; global city; consumer demand; sustainability; green revolution; globalisation; international division of labour; import substitution; Asian Tigers; debt; trade liberalisation; tax-free zone. Sources may include Ayoob, Barrington Moore, Cohen and Kennedy, Frank, Giddens, Harris, Hewitt, Rostow, Woodhouse.

**Note: Refer to General Mark Scheme A for AO2 marks.**

0 7

'Neo-liberal and world system theories provide helpful explanations of development 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 development issues in the world today and/or different theories, rather than based on sociological arguments or evidence. There will be only a peripheral link to the question. There will be little evidence that the candidate has understood either the question or the material in response to it. Answers might include:

- isolated or disjointed statements about development, or
- some flawed material from a theoretical perspective on development.

**Higher in the band**, students will present knowledge on development issues in the world today and/or different theoretical views that are 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. Answers might include:

- a very brief list of evidence relating to development issues in the world today, or
- some incomplete or flawed accounts from different theoretical perspectives on 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. Answers might include:

- undeveloped lists 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 more perspectives on development, 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 mainly with one of the two named perspectives, or simply describing the views from two or more perspectives. Answers might include:

- a more developed list of factors related to the benefits or criticisms of development today, or
- a largely accurate and more developed list of studies of development issues, and still with a limited theoretical structure, or
- a coherent and broadly accurate account from two or more perspectives on development, and with some 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 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, neo-colonialism, globalisation, debt crises, conditional aid, fair trade, patriarchy, ideologies, satellite, metropolis, world systems theory, postmodernism, McDonaldisation, neo-liberalism, globalist, cultural imperialism, capitalism, modernisation, hybridisation, homogenisation and transformationalism will be explored and broadly understood. Answers might include:

- more detailed and developed accounts of factors related to the benefits or criticisms of development today, but still with some limitations in the theoretical structure, or
- more developed and accurate accounts of studies of development, but still with some limitations in the theoretical structure, or
- more coherent and accurate accounts from a range of perspectives on development, and with significant 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 made explicit. Answers might 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 of development processes, or
- greater knowledge and understanding of the political nature of many arguments and theories of development.

**NB** 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, Giddens, George, Hayter, McKay, Rostow, Sen, Sklair, Steven.

**Note: Refer to General Mark Scheme B for AO2 marks.**

0 8

Evaluate sociological arguments and evidence relating to the future of global population growth. <span style="float: right;">(33 marks)</span>
--

**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 population rather than based on sociological arguments or evidence. There will be only a peripheral link to the question. There will be little evidence that the student has understood either the question or the material in response to it. Answers might include:

- isolated or disjointed statements about population growth, or
- some flawed material from a perspective on development.

**Higher in the band**, students will present knowledge on the relationship between development and population growth 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. Answers might include:

- a very brief list of evidence related to population growth, or
- some incomplete or flawed accounts from different perspectives on 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. Answers might include:

- a brief list of factors related to population growth, or
- brief descriptive but accurate accounts of one or two studies of population, or
- outlines of one or more perspectives on development, but with only limited relevant material on empirical population changes 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 focusing mainly on the causes of population growth and its negative consequences. Answers might include:

- a more developed list of factors related to changes in global population but with a limited theoretical structure, or
- a largely accurate and more developed list of studies of population, but with a limited theoretical structure, or
- a coherent and broadly accurate account from two or more perspectives on changes in global population, and with some 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 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 Malthusian, neo-Malthusian, demographic variables, fertility, globalisation, transnational corporation, agribusiness, deforestation, desertification, sustainable development, cash crops, insurance children, non-governmental organisations, fair trade, imperialism, neo-liberalism, and capitalism will be explored and broadly understood. Answers might include:

- more detailed and developed accounts of factors related to changes in global population, but still with some limitations in the theoretical structure, or
- more developed and accurate accounts of studies of population growth and development, but still with some limitations in the theoretical structure, or
- more coherent and accurate accounts from a range of perspectives on development, with significant accurate and relevant empirical material on recent changes in global population.

**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. Answers might 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 global population and development, or
- greater knowledge and understanding of socio-political aspects of the processes and debates, or
- greater knowledge and understanding of comparative material on populations and causes of growth or decline.

**NB** 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 Boserup, Carnell, Catley-Carlson, Cohen and Kennedy, Ehrenreich and Hochschild, Ehrlich, Frank, Harrison, Hewitt and Smyth, Kaplan, Malthus, Mamdani, Rostow.

**Note: Refer to General Mark Scheme B for AO2 marks.**

---

**Section C: Mass Media**

---

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

Identify and briefly explain **three** criticisms that Marxists may make of changes in media ownership and control. *(9 marks)*

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

- excessive concentration of ownership in fewer hands
- fear of global capitalist conglomeration/global power
- cultural imperialism/ideological control
- unchecked horizontal integration/cross-media ownership
- vertical integration/control of all aspects of media
- excessive political power
- fallacy of choice.

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

- excessive concentration of ownership in fewer hands: increasing concentration of ownership will mean that there is less competition between media providers and a reduction in choice for the consumer
- fear of capitalist conglomeration/global power: the fear that media ownership is now on a global scale and so media corporations are able to wield extraordinary economic and political power across the globe
- cultural imperialism/ideological control: changes in media ownership could mean that even more western views of the world predominate through the media, threatening the survival of other cultures and views.

**One** mark only for each of **three** partially satisfactory explanations, such as those which do not reference “changes”.

<b>1</b>	<b>0</b>	Using material from <b>Item C</b> and elsewhere, assess the view that media representations of age and social class are no longer stereotypical. <span style="float: right;"><i>(18 marks)</i></span>
----------	----------	---

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

**0** No knowledge or understanding relevant to the set question.

**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 representation of different groups. 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 different groups 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 representations of one of the groups mentioned in the question, 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 both groups in the question. There may be a tendency to present material in a list-like manner, for example describing some examples of stereotypes. 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 representations of different groups by the mass media. Material will be drawn from the Item and elsewhere. This may include concepts and issues such as ideology; social construction; symbolic annihilation; invisibility, cultural hegemony, moral panic; role models; tokenism; ghettoisation; underclass. Sources may include Cohen, Heintz-Knowles, Landis, Lee et al, McKendrick et al, Nairn, Newman, Reiner, Swale, Wayne et al, Young.

**Note: Refer to General Mark Scheme A for AO2 marks.**

1 1

Evaluate the effects of globalisation on the role of the media in society over the past 30 years or so. (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 globalisation rather than based on sociological arguments or evidence. There will be only a peripheral link to the question. There will be little evidence that the candidate has understood either the question or the material in response to it. Answers might include:

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

**Higher in the band**, students will present knowledge of globalisation and 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. 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 from different perspectives on globalisation.

**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. Answers might include:

- a brief list of factors related to different aspects of globalisation and the role of the mass media, or
- brief, descriptive but accurate accounts of one or two studies of the mass media and globalisation, or
- outlines of one or more perspectives on the mass media, 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 the printed

media. Answers might include:

- a more developed list of factors related to different aspects of globalisation and the role of the mass media, but with a limited theoretical structure, or
- a largely accurate and more developed list of studies of globalisation and the role of the mass media and still with a limited theoretical structure, or
- a coherent and broadly accurate account from two or more perspectives on globalisation and the media, and with some 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 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 globalisation, interactivity, neo-Marxism, pluralism, vertical integration, horizontal integration, diversification, global village, sign objects, social interaction, multiple realities, popular culture, agenda setting, synergy, cultural imperialism, gate keeping, identity and choice, reception analysis, cultural pessimists and neophiliacs will be explored and broadly understood. Answers might include:

- more detailed and developed accounts of factors related to globalisation and the role of the mass media, but still with some limitations in the theoretical structure, or
- more developed and accurate accounts of studies of globalisation and the mass media, but still with some limitations in the theoretical structure, or
- more coherent and accurate accounts from a range of perspectives on the media and globalisation, and with significant 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 made explicit. 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 globalisation and the role of the mass media, or
- greater knowledge and understanding of a range of relevant empirical examples, or
- greater knowledge and understanding of the complexity of structures in the organisation of the mass media globally.

**NB** 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: Bagdikian, Barnett and Weymour, Boyle, Cornford and Robins, Curran, Curran and Seaton, Doyle, GMG, Haste, Jenkins, Marx, Miliband, Tunstall and Palmer, Whale.

**Note: Refer to General Mark Scheme B for AO2 marks.**

1 2

'There is a direct link between the violence and anti-social behaviour shown through the mass media and the violent behaviour of some individuals and groups in society 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 the mass media and its effects in particular, rather than based on sociological arguments or evidence. There will be only a peripheral link to the question. There will be little evidence that the student has understood either the question or the material in response to it. Answers might include:

- isolated or disjointed statements about violence and the media, or
- some flawed material from a perspective on the mass media.

**Higher in the band**, students will present knowledge on the mass media and its effects 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. Answers might include:

- a very brief list of evidence relating to violence and the media, or
- incomplete or flawed accounts from different perspectives 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. Answers might include:

- a brief list of factors related to violence and/or anti-social behaviour and the media, or
- brief, descriptive but accurate accounts of one or two studies of the media and violence and/or anti-social behaviour, or
- outlines of one or more perspectives on the mass media, 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 predominantly with only one perspective or one aspect of anti-social behaviour, such as rioting. Answers might include:

- a more developed list of factors related to violence and anti-social behaviour and the media today, but with a limited theoretical structure, or
- a largely accurate and more developed list of studies of violence and anti-social behaviour and the media today, but with a limited theoretical structure, or
- a coherent and broadly accurate account from two or more perspectives on the mass media, and with some 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 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 hypodermic syringe, copycat violence, social networking, tweeting, disinhibition effect, desensitisation, catharsis, scapegoating, selective exposure, selective filter, homogeneity, Hawthorne effect; uses and gratifications, reception analysis, globalisation and polysemy will be explored and broadly understood. Answers might include:

- more detailed and developed accounts of factors related to violence and anti-social behaviour and the media today, but still with some limitations in the theoretical structure, or
- more developed and broadly accurate accounts of studies of violence and the media and anti-social behaviour today, but still with some limitations in the theoretical structure, or
- more coherent and broadly accurate accounts from a range of perspectives on the mass media, and with significant 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 made explicit. 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 mass media research, or
- greater knowledge and understanding of the complexity of the relationship between the mass media and their audiences, or
- greater knowledge and understanding of the impact of new media on traditional debates.

**NB** 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).

**Note: Refer to General Mark Scheme B for AO2 marks.**

Sources may include Blumler and McQuail, Cohen, Cumberbatch, Dworkin, Fesbach and Sanger, Gauntlet, Gerbner et al., Gunter, Klapper, Lull, Malamuth, Marcuse, Morgan, Morley, Newson, Orbach, Watson, Wood, Young.
--

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

---

**Section D: Power and Politics**

---

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

Identify and briefly explain **three** factors that may influence how people vote in elections. *(9 marks)*

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

- social class
- income
- ethnicity
- party image/leader image
- party policies
- party loyalty
- gender.

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

- social class: despite many changes in social class structures, it is still true that many working class people see the Labour party as the party of the working class and many middle class voters see the Conservative party as the party of the middle class
- income: traditionally those with higher incomes in society have been seen as probable Conservative voters while the poorer groups have tended to vote Labour
- ethnicity: generally it has been thought that minority ethnic groups have tended to vote Labour. This may be linked to disadvantage experienced by some groups.

**One** mark only for each of **three** partially satisfactory explanations, such as classes vote for self-interest.

1 4

Using material from **Item D** and elsewhere, assess the view that there are no elites in society today. (18 marks)

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

**0** No knowledge or understanding relevant to the set question.

**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 elites. 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 elites. 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 elite groups or a descriptive summary of ways in which elites gain power and/or position.

**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 elite groups. There may be a tendency to present material in a list-like manner, for example describing the activities of two or three elite groups. Alternatively, students may focus on position and power in society, 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 elite theory and/or different elite groups. This may be linked to evidence on the distribution of power and position in society in general. Material will be drawn from the Item and elsewhere. This may include concepts and issues such as zero-sum and variable-sum power, pluralism, Marxism, neo-Marxism, power elite, establishment, ideology, diffused power, oligarchy. Sources may include Dahl, Edinger and Searing, Giddens, Grant, Lukes, Marx, Michels, Miliband, Mills, Moore, Mosca, Newton, Nordlinger, Pareto, Phillips, Saunders, Skocpol, Williams.

1	5	Evaluate the role of political parties in the political process 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 the political system and/or political parties rather than based on sociological arguments or evidence. There will be only a peripheral link to the question. There will be little evidence that the student has understood either the question or the material in response to it. Answers might include:

- some isolated or disjointed statements on political parties and/or some aspects of the political system, or
- some flawed material from one perspective on political participation.

**Higher in the band**, students will present knowledge on the political system and/or political parties 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. Answers might include:

- some incomplete or flawed accounts of some functions of political parties, or
- some very limited or incomplete accounts from different perspectives on 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. Answers might include:

- undeveloped lists of factors related to functions of political parties today, or
- brief descriptive but accurate accounts of one or two studies of political parties, or
- outlines of one or more perspectives on political 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 providing an account based on the Conservative, Labour and Liberal Democrat parties only, or focusing

almost exclusively on historical empirical material and largely ignoring the more contemporary aspects of the question. Answers might include:

- a more developed list of factors related to different functions of political parties in society today, but with a limited theoretical structure, or
- a largely accurate and more developed list of studies of political parties, and still with a limited theoretical structure, or
- a coherent and broadly accurate account from two or more perspectives on political participation, and with some 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 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, voter apathy, individualism, left-wing, right-wing, salariat, consumption cleavages, identity politics, party organisation, populism, pressure group, interest group, new social movement, political literacy, Third Way, embourgeoisement, class alignment and partisan alignment will be explored and broadly understood. Answers might include:

- more detailed and developed accounts of factors related to political parties in the political process today, but still with some limitations in the theoretical structure, or
- more developed and accurate accounts of studies of political parties in the political process today, but still with some limitations in the theoretical structure, or
- more coherent and accurate accounts from a range of perspectives on political participation in society today, and with significant accurate and relevant empirical development.

**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. 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 participation in the world today, or
- greater knowledge and understanding of the impact of globalisation on politics and political parties in the world today, or
- greater knowledge and understanding of the complexities of power and political decision-making in the world today.

**NB** 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 Bruce and Ritchie, Callinicos, Campbell and Childs, Crewe, Faulks, Furlong and Cartmel, Giddens, Grant, Hallsworth, Lukes, Marx, Park, Storr, White.

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

1 6

'The state today has little involvement in the everyday lives of its citizens.'  
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 state rather than based on sociological arguments or evidence. There will be only a peripheral link to the question. There will be little evidence that the student has understood either the question or the material in response to it. Answers might include:

- isolated or disjointed statements about the state today, or
- some flawed material from one perspective on the role of state today.

**Higher in the band**, students will present knowledge on the state 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. Answers might include:

- a very brief list of evidence relating to the state today, or
- some incomplete or flawed accounts from different perspectives on the state today.

**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 of the question. There will be a fairly limited understanding of the demands of the question set. Answers might include:

- undeveloped lists of factors related to the role of the state today, or
- brief, descriptive but accurate accounts of one or two studies of the role of the state, or
- outlines of one or more perspectives on the role of the state today, 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 interpretations of classic theories, or presenting an answer based solely on national issues. Answers might include:

- a more developed list of factors related to the role of the state today, but with a limited theoretical structure, or
- a largely accurate and more developed list of studies of the role of the state today, and still with a limited theoretical structure, or
- a coherent and broadly accurate account from two or more perspectives on the role of the state today, and with some relevant empirical development.

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

**Lower in the band**, students will demonstrate an 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 globalisation, instrumental Marxism, structuralist Marxism, hegemonic Marxism, authoritarian populism, pluralism, feminism, privatisation, third way, reflexivity, workfare state, late modernity, cultural imperialism, paternalism, laissez-faire and nationalisation will be explored and broadly understood. Answers might include:

- more detailed and developed accounts of factors related to the role of the state today, but still with some limitations in the theoretical structure, or
- more developed and accurate accounts of studies of the role of the state today, but still with some limitations in the theoretical structure, or
- more coherent and broadly accurate accounts from a range of perspectives on the role of the state today and with significant 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 made explicit. 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 the state today, or
- greater knowledge and understanding of relevant empirical examples, or
- greater knowledge and understanding of the complexities of politics in an increasingly globalised society.

**NB** 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 Abercrombie and Warde, Althusser, Dahl, Giddens, Gramsci, Grant and Marsh, Hastings, Held, Held and McGrew, Hewitt, Jessop, Marx, Miliband, Mills, Mosca; Pareto, Polsby, Poulantzas, Sklair, Westergaard.

**Note: Refer to General Mark Scheme B for AO2 marks.**

**General Mark Scheme A**

Questions 

0	2
---	---

 , 

0	6
---	---

 , 

1	0
---	---

 , 

1	4
---	---

**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 

0	3
---	---

 , 

0	4
---	---

 , 

0	7
---	---

 , 

0	8
---	---

 , 

1	1
---	---

 , 

1	2
---	---

 , 

1	5
---	---

 , 

1	6
---	---

#### 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 UNIT 3 (SCLY3)**

**Examination Series: June 2014**

**Beliefs in Society (Data Response)**

					ASSESSMENT OBJECTIVES			
Questions					AO1	AO2	Total	
	0	1			3	6	9	
	0	2			6	12	18	
<b>Sub-Total</b>					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
<b>Sub-Total</b>					15	18		33	
<b>Total</b>					24	36		60	

**Global Development (Data Response)**

					ASSESSMENT OBJECTIVES			
Questions					AO1	AO2	Total	
	0	5			3	6	9	
	0	6			6	12	18	
<b>Sub-Total</b>					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
<b>Sub-Total</b>					15	18		33	
<b>Total</b>					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
<b>Sub-Total</b>				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
<b>Sub-Total</b>				15	18		33
<b>Total</b>				24	36		60

**Power and Politics (Data Response)**

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
1	3			3	6	9
1	4			6	12	18
<b>Sub-Total</b>				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
<b>Sub-Total</b>				15	18		33
<b>Total</b>				24	36		60

\* AO2 (a) = Interpretation and Application

\* AO2 (b) = Analysis and Evaluation