



**General Certificate of Education**

**Sociology 2191**

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

**Mark Scheme**

*2010 examination - January series*

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

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

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*Dr Michael Cresswell*, Director General.

## QUALITY OF WRITTEN COMMUNICATION

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

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

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

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

### Questions 1 (b), 4 (b), 7 (b), 10 (b) (refer to AO2 marks)

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

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

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

## INDICATIVE CONTENT AND RESEARCH IN THE MARK SCHEMES

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

**Questions 2, 3, 5, 6, 8, 9, 11, 12**

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

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

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

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## SECTION A: BELIEFS IN SOCIETY

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**Total for this section: 60 marks**

- 1 (a)** Identify and briefly explain **three** reasons why traditional religious organisations may have lost support and/or membership over the past thirty years, **apart from** that referred to in **Item A**. *(9 marks)*

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

- growth and challenge of alternative spiritual organisations
- traditional religious organisations seen as too conservative/old-fashioned
- traditional religious organisations seen as following not leading
- buildings old and unfashionable
- changes to the use of Sundays
- changes in lifestyles
- growth and influence of science.

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

- growth and challenge of alternative spiritual organisations: the growth of sects, cults and other movements has presented challenges to the traditional teachings and organisation of the established churches.
- traditional religious organisations seen as too conservative/old-fashioned: the traditional religious organisations seem slow to change and adopt ideas that fit society today and are thus felt to be too conservative.
- changes in lifestyles: in society today postmodernists might argue that people have faster, more fragmented lifestyles in which traditional church activities and belief no longer fit.

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

- 1 (b)** Using material from **Item A** and elsewhere, assess the view that most people today see spirituality and religious belief as purely private and personal matters. *(18 marks)*

### **A01: Knowledge and Understanding**

**(6 marks)**

**0** No relevant points.

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

**Lower in the band**, one or two very limited points may be made on spirituality or religious belief. 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 set. The candidate may present some limited knowledge on religious belief and participation. 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 account of a limited amount of sociological material on religious practice and/or belief.

**4 – 6** Answers in this band will show 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 participation. There may be a tendency to present material in a list-like manner, for example describing two or three studies of religious participation or providing a descriptive account of postmodernist views on religion.

**Higher in the band**, knowledge will be broader and/or deeper and more conceptually detailed. Answers will show an understanding of a range of sociological material on religious and spiritual beliefs and participation. This may include concepts and issues such as: privatisation of belief, believing without belonging, secularisation, individuation, spiritual shopping, socialisation, changing leisure and social patterns, the role of religious belief in schools, pick and mix religion, aspects of multiculturalism.

Sources may include Bruce, Wilson, Martin, Davie, Baker, Heelas, Bauman, Lyotard, Bellah, Wallis.

**Note: refer to General Mark Scheme A for AO2 marks**

**(12 marks)**

<b>2</b>	Assess the view that the main function of religious belief is to promote social stability. (33 marks)
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**AO1: Knowledge and Understanding****(15 marks)**

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

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

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

At this level answers might include:

- isolated or disjointed statements about the functions of religion or,
- some flawed material from theories of religion.

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

At this level answers might include:

- a brief list of factors related to functions of religion or,
- some disjointed but basically accurate material from one of the perspectives on religion or,
- brief points about religious/spiritual belief and influence.

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

**Lower in the band**, candidates will present an adequate but possibly generalised or essentially descriptive and narrowly focused account of sociological knowledge on the question. There will be fairly limited understanding of the demands of the question set.

At this level answers might include:

- accounts of factors related to functions of religion but with relevance to the question left largely implicit or,
- some outlines of two perspectives on religion, probably in juxtaposition or,
- an undeveloped list of evidence relating to religious and spiritual belief, practice and/or influence in society.

**Higher in the band**, candidates will present a fuller though possibly still unbalanced response to the question. Answers may still be somewhat descriptive or narrowly focused, for instance dealing with two or three specific functions or focusing influence on the personal rather than a wider sphere of society.

At this level answers might include:

- broadly accurate descriptions of functions of religion but still with relevance to the question largely implicit or,
- a largely accurate but descriptive list of some relevant empirical evidence linked to religion and social stability, instability and/or social change or,
- a coherent and broadly accurate account from two or more perspectives on religion with an emerging focus on the question – a developed juxtaposition could feature here.

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

**Lower in the band**, candidates will begin to demonstrate increasingly thorough and accurate 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.

At this level answers might include:

- more detailed and broadly accurate accounts of the functions of religion but still with a fairly limited theoretical structure or,
- fuller and more developed descriptions of empirical evidence relating to religion and social stability, instability and social change, but still with a fairly limited theoretical structure or,
- more coherent and accurate accounts from a range of perspectives and with clear links to the question and with some relevant concepts explored and broadly understood.

**Higher in the band**, candidates' answers 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 focused, developed and detailed versions of the lower in the band answers and/or show:

- greater knowledge and understanding of issues to do with ideology and belief and their relevance to the debates
- greater knowledge and understanding of the problematic nature of measuring religious influence in society
- greater knowledge and understanding of global aspects of the question.

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

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Durkheim, Weber, Parsons, Malinowski, Herberg, Marx, Wilson, Martin, Bellah, Wallis, Troeltsch, Barker, Niebuhr, Tipton, Heelas, Holm, Modood, Bruce, Bauman, Lyon.

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

**(18 marks)**

<b>3</b>	Critically examine the relationship between different social groups and their religious beliefs and practice. <i>(33 marks)</i>
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**AO1: Knowledge and Understanding****(15 marks)**

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

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

**Lower in the band**, candidates will present an answer based on very limited knowledge and sociological understanding of the relationship between social groups and their religious beliefs and/or practices. There will be only a peripheral link to the question. At this level there will be little evidence that the candidate has understood either the question or the material in response to it.

At this level answers might include:

- isolated or disjointed statements about different religions or
- some flawed material from one or more of the perspectives on religion.

**Higher in the band**, candidates will present knowledge on the relationship between religion, social groups and/or religious organisations that is incomplete or flawed. However, candidates' understanding of both the set question and the material presented as an answer will be marginally more explicit and more sociological than those lower in the band.

At this level answers might include:

- a brief list of factors related to different religious organisations or
- some disjointed but basically accurate material from one or more of the perspectives on religion.

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

**Lower in the band**, candidates will present an adequate but possibly generalised or essentially descriptive and narrowly focused account of sociological knowledge on the question. There will be fairly limited understanding of the demands of the question set.

At this level answers might include:

- undeveloped lists of evidence relating to social groups and/or different religions or,
- outlines of one or two perspectives on religion with relevance to the question left largely implicit or
- a list of studies on different social groups and their involvement with religious organisations.

**Higher in the band**, candidates will present a fuller though possibly still unbalanced response to the question.

At this level answers might include:

- a more developed list of evidence relating to the relationship between religion, social groups and/or religious organisations but with a limited theoretical structure or
- a largely accurate but descriptive list of some relevant studies or one or two relevant studies described in more detail, but with a limited theoretical structure or
- a coherent and broadly accurate account from two or more perspectives on religion with an emerging focus on the question.

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

**Lower in the band**, candidates will begin to demonstrate increasingly thorough and accurate 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 or in attention paid to different aspects of the question.

At this level answers might include:

- fuller and accurate descriptions of evidence relating to the relationship between religion, social groups and/or religious organisations, beliefs and/or practice but with a limited theoretical structure or
- more detailed and broadly accurate accounts of studies on religious and/or spiritual movements and with a limited theoretical structure or
- more coherent and accurate accounts from a range of perspectives and with clear links to the question and with some relevant concepts such as cultural transition, cultural defence, individuation, spiritual shopping, patriarchy, disenchantment, etc, explored and broadly understood.

**Higher in the band**, candidates' answers 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 focused, developed and detailed versions of the lower in the band answers and/or show:

- greater knowledge and understanding of the problematic nature of much of the evidence on religious beliefs and practice
- greater understanding of a wider range of material on different religious and spiritual movements
- greater knowledge and understanding of a wider range of comparative material exploring and expanding the global context of the debates.

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

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Wilson, Martin, Herberg, Durkheim, Davie, Bruce, Bellah, Luckman, Troeltsch, Barker, de Beauvoir, Berger, Lyotard, Baudrillard, Foucault, Gellner, Modood, Hall, Halliday, Heelas, Beckford.

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

**(18 marks)**

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**SECTION B: GLOBAL DEVELOPMENT**

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**Total for this section: 60 marks**

- 4** (a) Identify and briefly explain **three** reasons why non-governmental organisations might be more effective than governments in helping developing countries (**Item B**).  
(9 marks)

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

- seen as less bureaucratic
- smaller and more locally based
- seen as non-political
- seen as more trustworthy
- seen as having world-wide track records
- seen to work on more projects of a practical and achievable scale.

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

- NGOs are seen as less bureaucratic: NGOs tend to have more streamlined managerial and organisational structures and can therefore react faster and more appropriately than governments.
- NGOs are smaller and more locally based: many NGOs are small, locally based organisations that work very closely with local people of development projects. This means that they can better know what actions are needed and be in a better position to implement them.
- NGOs are seen as non-political: offers of help from governments often come with political strings attached. Help from NGOs is seen as more effective because the NGOs are not tied to a political standpoint.

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

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|----------|---|-------------------|
| <b>4</b> | (b) Using material from <b>Item B</b> and elsewhere, assess the view that aid brings more harm than good to developing countries. | <i>(18 marks)</i> |
|----------|---|-------------------|

**A01: Knowledge and Understanding****(6 marks)****0** No relevant points.**1 – 3** Answers in this band will show very limited or limited knowledge and/or understanding.

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

**Higher in the band**, there will be limited understanding of the demands of the question set. The candidate may present some limited knowledge on aid or development issues. Understanding of the set question and/or the material presented will be more explicit and more sociological, for example a competent if basic account of some of the evidence concerning aid projects in developing countries.

**4 – 6** Answers in this band will show reasonable or good knowledge and understanding.

**Lower in the band**, answers will show reasonable knowledge and understanding of some sociological material on the evidence concerning aid and/or development issues. There may be a tendency to present material in a list-like manner, for example describing various forms or examples of aid.

**Higher in the band**, knowledge will be broader and/or deeper and will be more conceptually detailed and show an understanding of a range of sociological material on the evidence concerning aid and/or development issues.

This may include concepts and issues such as: tied aid, neo-colonialism, imperialism, hegemony, non-governmental organisations, transnational corporations, sustainable development, exploitation, dependency, debt relief, corruption, etc. Theoretical aspects may be illustrated by a contrast between the views of Marxist and/or neo-Marxist sociologists and modernisation theorists.

Sources may include Rostow, Sklair, Hayter, Frank, Kennedy, Friedman, Roberts, Cohen, Roxborough, Foster-Carter, Kiely, Giddens, Harris, Jenkins, Martell, Soros, Wolf, Bauer, Meadows, Dobson, etc.

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

<b>5</b>	Assess the impact of globalisation on the cultural, political and economic relationships between societies.	<i>(33 marks)</i>
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**AO1: Knowledge and Understanding****(15 marks)**

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

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

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

At this level answers might include:

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

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

At this level answers might include:

- some incomplete or flawed accounts from perspectives on development or
- some very limited or incomplete accounts from developing societies.

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

**Lower in the band**, candidates will present an adequate but possibly generalised or essentially descriptive account of sociological knowledge on the question. There will be limited understanding of the demands of the question set.

At this level answers might include:

- undeveloped lists of evidence relating to development and/or developing societies or
- outlines of one or two perspectives on development and/or globalisation with relevance to the question left largely implicit or
- a list of studies on development and/or globalisation or a fuller account of just one or two studies and with relevance to the question left largely implicit.

**Higher in the band**, candidates will present a fuller though possibly still unbalanced response to the question. Answers may still be somewhat descriptive or narrowly focused, providing a descriptive account of one developing country.

At this level answers might include:

- more developed accounts of evidence relating to globalisation, development and/or developing societies, but with little theoretical structure or
- a coherent and broadly accurate but descriptive account from two or more perspectives with an emerging focus on the question or
- increasingly full but descriptive accounts of studies on development and globalisation or a fuller account of just one or two studies.

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

**Lower in the band**, candidates will begin to demonstrate an increasingly thorough and accurate 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.

At this level answers might include:

- more detailed and broadly accurate accounts of studies on development and globalisation but still with some limitations in the theoretical structure or
- more coherent and accurate accounts from a number of perspectives and with relevant concepts such as import substitution, export-led growth, exploitation, cultural imperialism, cash-cropping, tax-free zones, cultural hegemony and neo-colonialism explored and broadly understood or
- fuller, more accurate and detailed empirical material on development and globalisation but still with some limitations in the theoretical structure.

**Higher in the band**, candidates' answers 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 focused, developed and detailed versions of the lower in the band answers and/or show:

- greater knowledge and understanding of issues to do with ideology, power and control
- greater knowledge, understanding and detail on at least two of the three dimensions of globalisation in the question
- greater knowledge and understanding of the complexity of the processes involved in global development.

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

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Rostow, Frank, Hayter, Soros, Wallerstein, Held, Robertson, Friedman, Sklair, Mitter, Froebel, Allen, Harrison, Giddens, Hulme & Turner, Beck, Redcliff, George, Kiely, Smith, Mouzelis.

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

**(18 marks)**

<b>6</b>	Evaluate the contribution of modernisation theorists to our understanding of global development. <i>(33 marks)</i>
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**AO1: Knowledge and Understanding****(15 marks)**

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

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

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

At this level answers might include:

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

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

At this level answers might include:

- some incomplete or flawed accounts from perspectives on development or
- some very limited or incomplete empirical accounts of development.

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

**Lower in the band**, candidates will present an adequate but possibly generalised or essentially descriptive account of sociological knowledge on the question. There will be limited understanding of the demands of the question set.

At this level answers might include:

- undeveloped lists of evidence relating to development and/or developing countries or
- outlines of one or two perspectives on development with relevance to the question left largely implicit or
- a list of studies on development or a fuller account of just one or two studies and with relevance to the question left largely implicit.

**Higher in the band**, candidates will present a fuller though possibly still unbalanced response to the question. Answers may still be somewhat descriptive or narrowly focused, for instance providing an account focused mainly on one theoretical perspective.

At this level answers might include:

- more developed accounts of evidence relating to global development or
- coherent and broadly accurate but descriptive accounts from two or more perspectives with an emerging focus on the question or
- increasingly full accounts of studies on development but with little theoretical structure.

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

**Lower in the band**, candidates will begin to demonstrate an increasingly thorough and accurate 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.

At this level answers might include:

- more detailed and broadly accurate accounts of studies on global development, but still with some limitations in the theoretical structure or,
- more coherent and broadly accurate accounts from a number of perspectives and with relevant concepts such as modernisation, dependency, neo-colonialism, take-off, tied aid and development strategies explored and broadly understood or,
- fuller, more accurate and detailed empirical material on global development but still with some limitations in the theoretical structure.

**Higher in the band**, candidates' answers 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 focused, developed and detailed versions of the lower in the band answers and/or show:

- greater knowledge and understanding of issues to do with internal as well as external political issues for some countries;
- greater knowledge and understanding of the impact of globalisation on development issues;
- greater knowledge and understanding of the relevance of ideological issues to the debates.

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

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Rostow, Frank, Wallerstein, Soros, Giddens, Foster-Carter, Barrowclough, Friedman, Hayter, Sklair, Mitter, Frobel.

**Note: refer to General Mark Scheme for AO2 marks**

**(18 marks)**

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**SECTION C: MASS MEDIA**

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**Total for this section: 60 marks**

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|----------|--|
| <b>7</b> | (a) Identify and briefly explain <b>three</b> ways in which the news could be said to be “a social construct that is ‘manufactured’.” ( <b>Item C</b> , line 3). <span style="float: right;"><i>(9 marks)</i></span> |
|----------|--|

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

- selective allocation of resources to report news stories
- selective reporting
- editing/gate-keeping
- agenda-setting
- biased commentaries/presentation
- invention of news stories.

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

- selective allocation of resources to report news stories: owners and editors affect what becomes ‘news’ by the way they use their reporting resources to follow particular stories
- selective reporting: individual reporters will see or choose to report some things and not others
- editing/gate-keeping: editorial staff select only a few stories from the many sent in to them. Thus they decide what is ‘news’.

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

<b>7</b>	(b) Using material from <b>Item C</b> and elsewhere, assess the view that media imperialism threatens 'the cultural identities of many countries' ( <b>Item C</b> , line 10). <span style="float: right;"><i>(18 marks)</i></span>
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**A01: Knowledge and Understanding****(6 marks)****0** No relevant points.**1 – 3** Answers in this band will show very limited or limited knowledge and/or understanding.

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

**Higher in the band**, there will be limited understanding of the demands of the question set. The candidate may present some limited knowledge on some of the evidence concerning the mass media and the spread of American popular culture. Understanding of the set question and/or the material presented in response will be more explicit and more sociological; for example, a brief outline of one or two media models or research studies.

**4 – 6** Answers in this band will show reasonable or good knowledge and understanding.

**Lower in the band**, answers will show reasonable knowledge and understanding of some sociological material on the evidence concerning mass media and the spread of culture. There may be a tendency to present material in a list-like manner, for example describing two or three examples of cultural changes or effects.

**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 evidence concerning mass media and the impact of the spread of western culture on cultural identities.

This may include concepts and issues such as the following: the impact of different kinds of media, the role of the Internet, neo-colonialism, national identity, censorship and control, hyper-reality, ownership and vertical integration, cultural hegemony, etc. Theoretical aspects may be reflected by contrasts between Marxist and/or neo-Marxist views and those from pluralists.

Sources may include Katz & Lazarsfeld, Marx, Bagdikian, Croteau and Hoynes, Thussu, Livingstone and Bovill, Compaine, Hall, Althusser, Fairclough, etc.

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

<b>8</b>	Assess the view that the output of the mass media has little direct effect on the audience. <i>(33 marks)</i>
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**A01: Knowledge and Understanding****(15 marks)**

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

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

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

At this level answers might include:

- isolated or disjointed statements on television and violence or
- some flawed material from theories on media effects.

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

At this level answers might include:

- some incomplete or flawed account from perspectives on the media or
- some very limited or incomplete accounts of media effects research.

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

**Lower in the band**, candidates will present an adequate but possibly generalised or essentially descriptive account of sociological knowledge on the question. There will be fairly limited understanding of the demands of the question set.

At this level answers might include:

- an undeveloped list of studies on media output and its effects or
- outline accounts of just one or two studies on media effects, for instance Cumberbatch, with relevance to the question left largely implicit or
- an outline juxtaposition of two perspectives, for instance Marxist and pluralist.

**Higher in the band**, candidates will present a fuller though possibly still unbalanced response to the question.

At this level answers might include:

- increasingly full accounts of studies on media output and its effects, but with a limited theoretical structure or
- coherent and broadly accurate accounts from two or more perspectives or
- more developed and accurate empirical material on media effects, but with a limited theoretical structure.

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

**Lower in the band**, candidates will begin to demonstrate increasingly thorough and accurate 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.

At this level answers might include:

- more detailed and broadly accurate accounts of studies on media output and its effects but still with some limitations in the theoretical structure or
- more coherent and accurate accounts from a number of perspectives and with some relevant concepts, such as hegemony, uses and gratifications, hypodermic model, two-step flow, structured interpretation and audience reception explored and broadly understood or
- fuller, more accurate and detailed empirical material on media effects, but still with some limitations in the theoretical structure.

**Higher in the band**, candidates' answers 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 focused, developed and detailed versions of the lower in the band answers and/or show:

- greater knowledge and understanding of issues to do with the complexity and diversity of the media and their different effects
- greater knowledge and understanding of the methodological difficulties involved in media research
- greater knowledge and understanding of postmodernist interpretations of the effects of the relationship between the media and audiences.

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

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Cumberbatch, Philo, McQuail, Marcuse, Vernetta, Hobson, Halloran, Buckingham, Morley, Lash, Turkle.

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

**(18 marks)**

**9** 'Both age and ethnicity are still too often portrayed by the mass media in ways that reinforce stereotypes.'

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

**AO1: Knowledge and Understanding**

**(15 marks)**

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

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

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

At this level answers might include:

- isolated or disjointed statements about media representations or
- some flawed material on age and/or ethnicity.

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

At this level answers might include:

- a brief list of factors related to media representation and stereotyping or
- some disjointed but basically accurate material on age and/or ethnicity.

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

**Lower in the band**, candidates will present an adequate but possibly generalised or essentially descriptive and narrowly focused account of sociological knowledge on the question. There will be fairly limited understanding of the demands of the question set.

At this level answers might include:

- undeveloped lists of evidence relating to media representation of age and/or ethnicity or
- outlines of one or two perspectives on the media with relevance to the question left largely implicit or
- an undeveloped list of studies on media representation, or an outline account of just one or two studies, for example Gillespie, with relevance to the question left largely implicit.

**Higher in the band**, candidates will present a fuller though possibly still unbalanced response to the question. Answers may still be somewhat descriptive or narrowly focused, for instance dealing mainly with age or ethnicity. However, to reach the top of the mark band, candidates need to begin to address both age and ethnicity.

At this level answers might include:

- a more developed list of evidence relating to media representation of age and/or ethnicity, but imbalanced in approach and with a limited theoretical structure or
- a largely accurate but descriptive list of some relevant studies or one or two relevant studies described in more detail, but with a limited theoretical structure or
- a coherent and broadly accurate account from two or more perspectives on the media with some explicit linkage to the question.

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

**Lower in the band**, candidates will begin to demonstrate increasingly thorough and accurate 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.

At this level answers might include:

- fuller and accurate descriptions of evidence relating to media representations of age and/or ethnicity but still with some limitations in the theoretical structure or
- more detailed and broadly accurate accounts of studies on media processes, age and ethnicity with a limited theoretical structure or
- more coherent and accurate accounts from a range of perspectives and with clear links to the question and with some relevant concepts such as identity construction, audience reception, commodity incorporation, moral panics and stereotyping explored and broadly understood.

**Higher in the band**, candidates' answers 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 focused, developed and detailed versions of the lower in the band answers and/or show:

- greater knowledge and understanding of relevant media production processes
- greater knowledge and understanding of a wider range of media forms and the complexity of the relationships between audiences and the mass media.

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

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Malik, Gillespie, Gray, Cottle, Pearson, Estrada, Signorelli, Featherstone & Hepworth, Cumberbatch & Negrine, Jhally & Lewis, Hebdige.

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

**(18 marks)**

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**10** (a) Identify and briefly explain **three** social or cultural factors that may affect the way individuals cast their vote, **apart from** that referred to in **Item D**. *(9 marks)*

**One** mark for each of up to **three** appropriate factors identified such as:

- age
- ethnicity
- social class
- gender
- membership of a trade union
- peer pressure
- consumption patterns
- religion.

**No marks** for political socialisation or instrumentalism.

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

- Age: it is believed that the young are more radical and therefore more likely to vote for a socialist party while the old are more conservative.
- Ethnicity: previous elections have shown that some ethnic groups – eg those of Asian descent – are more likely to vote Labour.
- Social class: surveys have shown that the working class are more likely to vote Labour and the middle class to vote Conservative.

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

- 10** (b) Using material from **Item D** and elsewhere, assess the view that elections in the United Kingdom in the last thirty years or so indicate that many voters have little loyalty to any particular political party. **(18 marks)**

**A01: Knowledge and Understanding****(6 marks)****0** No relevant points.**1 – 3** Answers in this band will show very limited or limited knowledge and/or understanding.

**Lower in the band**, one or two very limited points may be made on voting or political participation. Knowledge may be flawed. At this level there will be little evidence that the candidate has understood either the question or the material in response to it.

**Higher in the band**, there will be limited understanding of the demands of the question set. The candidate may present some limited knowledge on voting and/or party allegiances. Understanding of the set question and/or material presented will be more explicit and more sociological; for example, a competent if basic account of some of the evidence concerning social, cultural or economic factors affecting voting.

**4 – 6** Answers in this band will show reasonable or very good knowledge and understanding

**Lower in the band**, answers will show reasonable knowledge and understanding of some sociological material or evidence concerning changing voting patterns, party allegiances and/or alternatives to voting. There may be a tendency to present the material in a list-like manner, for example describing some of the evidence on voting habits or trends from recent general elections.

**Higher in the band**, knowledge will be broader and/or deeper and will be more conceptually detailed and show an understanding of a range of sociological material on the evidence concerning changing attitudes to voting and political parties.

This may include concepts and issues such as the following: political apathy, the public image of politicians, remoteness, perceptions of change and lack of change, changes in the class structure, differences from local, European, regional and Westminster elections, political socialisation, policy preference, partisan dealignment, disillusionment, post-democracy, the nature of politics and parties today, consumerism, nationalism, new social movements and other forms of political involvement.

Sources may include Stoker, the Power enquiry, Crouch, Giddens, Sanders et al, Crewe, Bara and Budge, Whitely et al, Denver, etc.

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

<b>11</b> Assess the view that we now live in a society where there are no elites. (33 marks)
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**AO1: Knowledge and Understanding****(15 marks)**

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

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

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

At this level answers might include:

- some isolated or disjointed statements on elites or
- some flawed material from theories of political power.

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

At this level answers might include:

- some incomplete or flawed accounts of different elite groups or
- some very limited or incomplete accounts of theories of political power.

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

**Lower in the band**, candidates will present an adequate but possibly generalised or essentially descriptive account of sociological knowledge on the question. There will be limited understanding of the demands of the question set.

At this level answers might include:

- undeveloped lists of evidence relating to the existence of elite groups or
- outlines of one or two perspectives on political power with relevance to the question left largely implicit or
- a list of studies on elites or a fuller account of just one or two studies, for example Mosca or Mills and with the question left largely implicit.

**Higher in the band**, candidates will present a fuller though possibly still unbalanced response to the question. Answers may still be somewhat descriptive or narrowly focused, for instance providing an account of the growth of celebrity culture.

At this level answers might include:

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

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

**Lower in the band**, candidates will have to demonstrate increasingly thorough and accurate 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.

At this level answers might include:

- more detailed and broadly accurate accounts of studies on elites and still with some limitations in the theoretical structure or
- more coherent and accurate accounts from a range of perspectives and with relevant concepts such as circulation of elites, elite unity, self-recruitment, capitalism, ideological state apparatus, power elite, cultural elites and celebrity explored and broadly understood or
- fuller, more accurate and detailed empirical material on elites, and still with some limitations in the theoretical structure.

**Higher in the band**, candidates' answers 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 focused, developed and detailed versions of the lower in the band answers and/or show:

- greater knowledge and understanding of issues to do with the changing nature of elite status in contemporary society
- greater knowledge and understanding of the impact of globalisation on elite formation and power
- greater knowledge and understanding of comparative empirical material.

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

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Marx, Mosca, Pareto, Poulantzas, Miliband, Engels, Williams, Mills.
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**Note: refer to General Mark Scheme B for AO2 marks**

**(18 marks)**

**12** Evaluate Marxist views of the nature and distribution of power 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**, candidates will present an answer based on very limited knowledge and understanding on politics or power rather than based on sociological arguments or evidence. There will be only a peripheral link to the question. At this level there will be little evidence that the candidate has understood either the question or the material in response to it.

At this level answers might include:

- isolated or disjointed statements on sources or types of power or
- some flawed material from theories of power.

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

At this level answers might include:

- some very limited or incomplete accounts of types or sources of power or
- some incomplete or flawed account from theories of power or a flawed outline of a Marxist theory of power.

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

**Lower in the band**, candidates will present an adequate but possibly generalised or essentially descriptive account of sociological knowledge on the question. There will be limited understanding of the demands of the question set.

At this level answers might include:

- undeveloped lists of evidence relating to the nature and/or distribution of power in contemporary society or
- outlines of one or two perspectives on power, probably Marxist and pluralist, with relevance to the question left largely implicit or
- a list of studies on the nature and/or distribution of power or a fuller account of just one or two Marxist studies, possibly Sklair or Chomsky, and with relevance to the question left largely implicit or
- a list of examples of powerful groups in society with relevance to the question left largely implicit.

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

At this level answers might include:

- increasingly full and accurate empirical material on the nature and/or distribution of power, but with a limited theoretical structure or
- more developed accounts of Marxist and other studies on the nature and/or distribution of power but with little theoretical structure or
- a coherent and broadly accurate account from two or more perspectives, probably a juxtaposition of Marxist and pluralist views, with an emerging focus on the question.

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

**Lower in the band**, candidates will have to demonstrate increasingly thorough and accurate 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.

At this level answers might include:

- fuller, more accurate and detailed empirical material on the nature and distribution of power, and still with some limitations in the theoretical structure or
- more detailed and broadly accurate accounts of Marxist and other studies on the nature and distribution of power and with a limited theoretical structure or
- more coherent and accurate accounts from a range of perspectives and with relevant concepts such as ideology, patriarchy, oligarchy, ruling class, capitalism, hegemony, repressive state apparatus and their relationship to the question explored and broadly understood.

**Higher in the band**, candidates' answers 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 focused, developed and detailed versions of the lower in the band answers and/or show:

- greater knowledge and understanding of the ideological aspects of the debates
- greater knowledge and understanding of the influence of global factors and their relevance to the debates
- greater knowledge and understanding of the difficulties with much of the evidence on power and decision-making.

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

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Marx, Engels, Weber, Lukes, Gramsci, Mills, Parsons, Dahl, Marsh, Hewitt, Pareto, Miliband, Poulantzas, Hirst, Hutton, Mann, Foucault, Baudrillard, Mitchell, Hacker, Faludi, Sklair, Chomsky.

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

**(18 marks)**

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## General Mark Scheme A – Questions 1(b), 4(b), 7(b), 10(b)

### A02: 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.

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## General Mark Scheme B – (Questions 2, 3, 5, 6, 8, 9, 11, 12)

### AO1: Knowledge and Understanding

**(15 marks)**

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

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

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

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

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

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

At this level answers might include:

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

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

At this level answers might include:

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

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

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

At this level answers might include:

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

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

#### **A02 (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: January 2010**

**Beliefs in Society (Data Response)**

ASSESSMENT OBJECTIVES			
Questions	AO1	AO2	Total
1 (a)	3	6	9
1 (b)	6	12	18
<b>Sub-Total</b>	9	18	27

**Beliefs in Society (Essays)**

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

ASSESSMENT OBJECTIVES				
Questions	AO1	AO2		Total
		(a) *	(b) *	
2 or 3	15	9	9	33
<b>Sub-Total</b>	15	18		33

<b>Total</b>	24	36	60
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**Global Development (Data Response)**

ASSESSMENT OBJECTIVES			
Questions	AO1	AO2	Total
4 (a)	3	6	9
4 (b)	6	12	18
<b>Sub-Total</b>	9	18	27

**Global Development (Essays)**

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

ASSESSMENT OBJECTIVES				
Questions	AO1	AO2		Total
		(a) *	(b) *	
5 or 6	15	9	9	33
<b>Sub-Total</b>	15	18		33

<b>Total</b>	24	36	60
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\* AO2 (a) = Interpretation and Application

\* AO2 (b) = Analysis and Evaluation

**Mass Media (Data Response)**

<b>ASSESSMENT OBJECTIVES</b>			
<b>Questions</b>	<b>AO1</b>	<b>AO2</b>	<b>Total</b>
7 (a)	3	6	9
7 (b)	6	12	18
<b>Sub-Total</b>	9	18	27

**Mass Media (Essays)**

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

<b>ASSESSMENT OBJECTIVES</b>				
<b>Questions</b>	<b>AO1</b>	<b>AO2</b>		<b>Total</b>
		<b>(a) *</b>	<b>(b) *</b>	
8 or 9	15	9	9	33
<b>Sub-Total</b>	15	18		33

<b>Total</b>	24	36	60
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**Power and Politics (Data Response)**

<b>ASSESSMENT OBJECTIVES</b>			
<b>Questions</b>	<b>AO1</b>	<b>AO2</b>	<b>Total</b>
10 (a)	3	6	9
10 (b)	6	12	18
<b>Sub-Total</b>	9	18	27

**Power and Politics (Essays)**

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

<b>ASSESSMENT OBJECTIVES</b>				
<b>Questions</b>	<b>AO1</b>	<b>AO2</b>		<b>Total</b>
		<b>(a) *</b>	<b>(b) *</b>	
11 or 12	15	9	9	33
<b>Sub-Total</b>	15	18		33

<b>Total</b>	24	36	60
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\* AO2 (a) = Interpretation and Application

\* AO2 (b) = Analysis and Evaluation