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
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.

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.

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.
Section A Beliefs in Society

Total for this section: 60 marks

<table>
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<tr>
<td>Identify and briefly explain <strong>three</strong> ways in which science may have more influence than religion on social life today.</td>
<td>[9 marks]</td>
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</table>

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

- prominence of rational thinking and trust in science
- growth in status of scientists
- decline in status and influence of established churches
- growth of ‘civil religion’ in the USA
- growth in spending on scientific education.

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

- prominence of rational thinking: in modern society people have come to expect explanations for events and phenomena that have a rational basis rather than those which provide spiritual or religious origins.
- growth in status of scientists: over the last hundred years or so the status of scientists has risen as science has become more important and provided evidence and/or proof of a wide diversity of phenomena.
- decline in status and influence of established churches: over the last hundred years or so the status and influence of traditional churches and church leaders has fallen as people have become less overtly religious.

**One** mark only for each of **three** partially satisfactory answers, such as changes in status in society.
Using material from Item A and elsewhere, assess the view that religion is ‘the opium of the people’.

AO1: Knowledge and Understanding

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 functions of religion. Knowledge may be flawed and there will be little evidence that the student has understood either the question or the material in response to it.

Higher in the band, there will be limited understanding of the demands of the question set. The student may present some limited knowledge on the functions of religion and/or Marxist views. 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 two contrasting perspectives on religion, for example Marxism and functionalism.

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

Higher in the band, knowledge will be broader and/or deeper and more conceptually detailed and answers will show an understanding of a range of sociological material on the role and functions of religion. Material will be drawn from the Item and elsewhere. This may include concepts and issues such as: social change; globalisation; life-crisis; modernity; postmodernity; Marxism; Neo-Marxism; feminism; patriarchy; fundamentalism; spiritual shopping; religiosity; lifestyle; oppression; pick and mix religion; New Age movements; disenchantment; social solidarity; anomie; status quo; false class consciousness; cushion/instrument of oppression. Sources may include: Baudrillard; Bellah; Berger; Bruce; Davie; Durkheim; Engels; el Saadawi; Gramsci; Holm; Hook; Kautsky; Lyon; Malinowski; Marshall; Marx; Parkin; Parsons; Weber.

Note: refer to General Mark Scheme A for AO2 marks
‘Religion is now about consumerism, where spiritual shoppers look in the spiritual marketplace for a product that suits their lifestyle.’

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

- isolated or disjointed statements about religion and/or postmodernist views or
- some flawed material from a perspective on religion and/or postmodernist views.

**Higher in the band**, students will present knowledge on religion and/or postmodernist views 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 religion and/or postmodernist views or
- some incomplete or flawed accounts from different perspectives on religion and/or postmodernist views

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 religion and/or postmodernist views or
- brief, descriptive and accurate accounts of one or two studies of religion and/or postmodernist views or
- outlines of one or more theoretical perspectives on religion, but with only limited 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 the views from one perspective. Answers might include:

- a more developed list of factors related to religion and/or postmodernist views, but with a limited theoretical structure or
- a largely accurate and more developed list of studies religion and/or postmodernist views, and still with a limited theoretical structure or
• a coherent and broadly accurate account from two or more perspectives on religion 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 increasingly accurate and detailed knowledge and understanding of both the theoretical and empirical aspects of the question and of the links between them. However, answers may show less balance between empirical and theoretical material or in the attention paid to different aspects of the question. Concepts and issues such as: cultural defence, cultural transition, civil religion, social change, sacred canopy, consumerism, Marxism, neo-Marxism, communism, fundamentalism, evolution, intelligent design, spiritual shopping, pick and mix religions, religiosity, hegemony, holistic milieu, metanarrative, lifestyle, oppression, and personal crises will be explored and broadly understood. Answers might include:

• more detailed and developed accounts of factors related to religion and/or postmodernist views, but still with some limitations in the theoretical structure or
• more developed and accurate accounts of studies of religious religion and/or postmodernist views, 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 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 comparative empirical evidence on religion and/or postmodernist views or
• greater knowledge and understanding of the complexity of issues linked to the role and religion and/or postmodernist views
• greater knowledge and understanding of the impact of globalisation on the debates about religion and/or postmodernist views

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

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

**Note:** refer to General Mark Scheme B for AO2 marks [18 marks]
Critically examine the reasons why people join sects and New Age movements. [33 marks]

AO1: Knowledge and Understanding [15 marks]

0 No knowledge or understanding relevant to the set question.

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

**Lower in the band**, students will present an answer based on very limited knowledge and understanding of different religious and/or spiritual groups rather than based on sociological arguments or evidence. There will be only a peripheral link to the question. At this level there will be little evidence that the student has understood either the question or the material in response to it. Answers might include:

- isolated or disjointed statements about particular religious and/or spiritual organisations or
- some flawed material from a perspective on religious participation.

**Higher in the band**, students will present knowledge on different religious and/or spiritual groups 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 characteristics of some religious and/or spiritual organisations or
- some incomplete or flawed accounts from different perspectives on religious participation.

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

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

- undeveloped lists of factors relating to the characteristics of different religious and/or spiritual organisations or
- brief, descriptive and accurate accounts of one or two studies of sects or New Age movements or
- outlines of one or more perspectives on religion, but with only limited 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 sects. Answers might include:

- a more developed list of factors related to the characteristics of a number of different religious or spiritual groups but with a limited theoretical structure or
- a largely accurate and more developed list of studies of sects and New Age movements, and still with a limited theoretical structure or
• a coherent and broadly accurate account from two or more perspectives on religious 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, the links between them, and of both social and spiritual needs. However, answers may show less balance between empirical and theoretical material or in the attention paid to different aspects of the question, for instance, making very limited reference to spiritual as opposed to social needs. Concepts and issues such as marginality, relative deprivation, community, new religious movement, cultic movements, New Age, globalisation, group identity, cultural defence, cultural transition, postmodernity, spiritual shopping, metanarrative, detraditionalisation, self-spirituality, lifestyle, spiritual shopping, identity and sect will be explored and broadly understood. Answers might include:

• more detailed and developed accounts of factors related to the membership of sects and New Age movements, but still with some limitations in the theoretical structure or
• more developed and accurate accounts of relevant studies of sects and New Age movements, but still with some limitations in the theoretical structure or
• more coherent and accurate accounts from a range of perspectives on religious participation 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 different religious and spiritual groups or
• greater knowledge and understanding of global aspects of the debates and comparative empirical material or
• a more detailed knowledge and understanding of the relevance of a range of social factors to religious and spiritual issues, for instance marginality and migration.

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

Sources may include: Bauman; Baudrillard; Bird; Brown; Bruce; Drane; Glock and Stark; Greeley; Heelas; Heelas and Woodhead; Herberg; Miller and Hoffman; Pryce; Stark and Bainbridge; Voas and Crocket; Wallis; Weber.

**Note:** refer to General Mark Scheme B for AO2 marks [18 marks]
Section B  Global Development

Identify and briefly explain three ways in which internal wars and conflicts may harm developing countries. [9 marks]

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

- continue instability
- deter outside investors
- displace population
- damage crops and infrastructure
- kill people
- encourage revenge

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

- continue instability: internal wars often rumble on for many years, incorporating numerous smaller local conflicts, causing long-term instability and disruption in society.
- deter outside investors: foreign investors like peace and stability in society and will not risk their investments if they think there will be disruption caused by war or other conflicts.
- displace population: one of the casualties of internal wars is the ordinary population, who are often forced to flee their territory to avoid being caught up in the conflict.

One mark only for each of three partially satisfactory explanations, such as people settle old scores.
Using material from Item B and elsewhere, assess the view that developing countries cannot afford to worry about damage to the environment. [18 marks]

A01: 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 development and the environment. 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 the environment. Understanding of the set question and/or the material presented in response will be more explicit and more sociological, for example, a competent if basic and descriptive account of a case study, or a limited collection of data on relevant environmental issues.

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 development and the environment. There may be a tendency to present material in a list-like manner, for example giving a list of good and bad examples of development and its effects on the environment. Alternatively, students may give descriptive outlines of two or more case studies on development and the environment.

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 development and the environment. Material will be drawn from the Item and elsewhere. This may include concepts and issues such as: colonialism; exploitation; pollution; urbanisation; sanitation; shanty towns; population migration; traditional cultures; cash crops; desertification; deforestation; sustainable development; urbanisation; degradation; pull and push factors; climate change. Sources may include Cohen and Kennedy; Ellwood; Frank; Foster; Hayter; Korten; Peace; Roberts; Rostow.

Note: refer to General Mark Scheme A for AO2 marks [12 marks]
Evaluate the role of non-governmental organisations in the process of development.

**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 the role of non-governmental organisations, 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 development and/or non-governmental organisations or
- some flawed material from a perspective on development.

**Higher in the band**, students will present knowledge on development issues in the world today and/or non-governmental organisations that is incomplete or flawed. However, students’ understanding of both the set question and the material presented as an answer will be marginally more explicit and more sociological than those lower in the band. Answers might include:

- a very brief list of evidence relating to development issues and/or non-governmental organisations in the world today 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:

- undeveloped lists of factors related to non-governmental organisations or
- brief, descriptive and accurate accounts of one or two studies of development involving non-governmental organisations or
- outlines of one or two 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 problems faced by organisations aiding development. Answers might include:

- a more developed list of factors related to the role of non-governmental organisations such as charities and aid organisations in development today, but with a limited theoretical structure or
• a largely accurate and more developed list of studies of the relationship between non-governmental organisations and development, and still with a limited theoretical structure or
• a coherent and broadly accurate account from two or more perspectives on development, 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 exploitation, dependency, take-off, neo-colonialism, globalisation, debt crises, bilateral aid, conditional aid, patriarchy, ideologies, satellite, metropolis, world systems theory, postmodernism, McDonaldisation, neo-liberalism, kleptocracy, cultural imperialism, globalist, modernisation, hybridisation, homogenisation and transformationalist will be explored and broadly understood. Answers might include:

• more detailed and developed accounts of factors related to the role of non-governmental organisations in development today, but still with some limitations in the theoretical structure or
• more developed and accurate accounts of studies of the relationship between non-governmental organisations and 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 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 work of non-governmental organisations or
• greater knowledge and understanding of the complexity or development processes or
• greater knowledge and understanding of the political nature of many arguments and perspectives on development.

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

**Sources** may include: Barber and Schulz; Beall; Calderisi; Cohen and Kennedy; Cochrane and Pain; Collier; Coyle; Erixon; Frank; George; Giddens; Hancock; Hayter; McKay; Riddell; Rostow; Sklar; Sen; Steven.

**Note:** refer to General Mark Scheme B for AO2 marks [18 marks]
Some countries become rich because others stay poor.

To what extent do sociological arguments and evidence support this view?

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 poverty 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. Answers might include:

- isolated or disjointed statements about development and/or poverty or
- some flawed material from a perspective on development.

**Higher in the band**, students will present knowledge on the relationship between development and prosperity and/or poverty 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 development and/or poverty
- 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:

- an undeveloped list of factors related to development, aid and/or poverty
- brief, descriptive and accurate accounts of one or two studies of the relationship between developed and developing countries or
- outlines of one or two 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 focusing mainly on negative issues and poor countries. Answers might include:

- a more developed list of factors related to development, prosperity, aid and poverty but with a limited theoretical structure or
- a largely accurate and more developed list of studies of the relationship between developed and developing countries, but still with a limited theoretical structure or
a coherent and broadly accurate account from two or more perspectives on development, 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 colonialism, neo-colonialism, exploitation, globalisation, transnational corporation, agribusiness, deforestation, desertification, sustainable development, cash crops, cultural imperialism, satellite and metropolis, non-governmental organisations, International Monetary Fund, World Bank, dependency, 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 development, prosperity and poverty, but still with some limitations in the theoretical structure or
- more developed and accurate accounts of studies of the relationship between developed and developing countries but still with some limitations in the theoretical structure or
- more coherent and broadly 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 expected to be more developed and detailed versions of the lower in the band answers and/or show:

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

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

Sources may include: Adamson; Catley-Carlson; Cochrane and Pain; Cohen and Kennedy; Collier Coyle; Easterley; Ellwood; Evans; Frank; George; Hayter; Kingsbury et al; Mamdani; Robey et al; Sach; Sen; Robertson; Rostow; Seagar and Lewis; Swift.

Note: refer to General Mark Scheme B for AO2 marks
Section C  Mass Media

Identify and briefly explain three ways in which the new media have changed the processes of selection and/or presentation of the news. [9 marks]

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

- democratisation
- loss of control of news agenda by powerful interests
- citizen journalism
- alternative news presentation/no gate-keeping
- speed of presentation
- proliferation of news outlets

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

- democratisation: with the new media access to news broadcasting has become open to all, for instance via the internet and mobile phones.
- loss of control of news agenda by powerful interests: through new media outlets, such as social networks, individuals and groups can put forward their own political agendas, for example during the Arab spring.
- citizen journalism: the portability and quality of new media allows anyone on the scene of news action to have an input into the broadcast media.

One mark only for each of three partially satisfactory explanations, such as the media use amateur film clips.
Using material from Item C and elsewhere, assess postmodernist views of the mass media in society today. [18 marks]

A01: 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 postmodernist views. Knowledge may be flawed and there will be little evidence that the student has understood either the question or the material in response to it.

Higher in the band, there will be limited understanding of the demands of the question set. The student may present some limited knowledge on the mass media and/or postmodernist views. 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 postmodernist view of the media, or a limited outline of different perspectives, including postmodernist, with the question left largely implicit.

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 postmodernist views of the mass media. There may be a tendency to present material in a list-like manner, for example describing some key postmodernist concepts. 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 postmodernist views of the mass media. Material will be drawn from the Item and elsewhere. This may include concepts and issues such as ideology; influence of the new media; hegemony; power; social construction; globalisation; gate-keeping; agenda setting; pluralism; neo-pluralism; Marxism; neo-Marxism; feminism; neophiliacs; cultural pessimists; consumer choice; digital divide; interactivity; media saturation; identity; lifestyle; reception analysis; hyper-reality.

Sources may include Baudrillard; Blumler and McQuail; Fenton; Flew; Garrod; Gramsci; Lull; Lyotard; Marx; Morley; Philo; Strinati.

Note: refer to General Mark Scheme A for AO2 marks [12 marks]
Critically examine the relationship between ownership and control of the mass media. [33 marks]

**AO1: Knowledge and Understanding [15 marks]**

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<tr>
<td>0</td>
<td>No knowledge or understanding relevant to the set question.</td>
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<tr>
<td>1 – 5</td>
<td>Answers in this band will show limited sociological knowledge and understanding.</td>
</tr>
</tbody>
</table>

**Lower in the band**, students will present an answer based on very limited knowledge and understanding of the relationship between ownership and control of the mass media 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 media ownership or
- some flawed material from a theoretical perspective on the mass media.

**Higher in the band**, students will present knowledge of the relationship between ownership and control of the mass media that is incomplete or flawed. However, students’ understanding of both the set question and the material presented as an answer will be marginally more explicit and more sociological than those lower in the band. Answers might include:

- a very brief list of evidence related to different aspects of the relationship between ownership and control of the mass media or
- some incomplete or flawed accounts from different perspectives on the mass media.

<table>
<thead>
<tr>
<th>Band</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 – 11</td>
<td>Answers in this band will show reasonable sociological knowledge and understanding.</td>
</tr>
</tbody>
</table>

**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 the relationship between ownership and control of the mass media or
- brief, descriptive and accurate accounts of one or two studies of ownership and/or control of the mass media or
- outlines of one or two 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 negative aspects of media ownership and control. Answers might include:

- a more developed list of factors related to different aspects of the relationship between ownership and control of the mass media, but with a limited theoretical structure or
• a largely accurate and more developed list of studies of the relationship between ownership and control of the mass media and still 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 domination, oppression, interactivity, feminism, patriarchy, Marxism, neo-Marxism, pluralism, postmodernism, vertical integration, horizontal integration, diversification, social interaction, norm-setting, multiple realities, popular culture, stereotyping, glass ceiling, hegemony, synergy, new media, globalisation, agenda setting, gate-keeping, allocative and operational control, identity, lifestyle and choice, metanarrative, cybermedia, cultural pessimists and neophiliacs will be explored and broadly understood. Answers might include:

• more detailed and developed accounts of the relationship between ownership and control of the mass media, but still with some limitations in the theoretical structure or
• more developed and accurate accounts of studies of the relationship between ownership and control of 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 ownership and control of 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 more developed and detailed versions of the lower in the band answers and/or show:

• greater knowledge and understanding of a range of different aspects of the relationship between ownership and control of the mass media or
• greater knowledge and understanding of global aspects of the debates or
• greater knowledge and understanding of the complexity of research in the mass media and its power and influence.
Note  Students will be rewarded at all levels for an understanding of the connections between the issues raised by this question and the nature of sociological thought, methods of sociological enquiry, and the core themes (socialisation, culture and identity; and social differentiation, power and stratification).

Sources may include: Bagdikian; Barnett and Weymour; Bauman; Cohen, Cottle; Curran; Doyle; Hall; Marx; Miliband; Tunstall and Palmer; Tuchman et al; van Dijk; Whale.

Note: refer to General Mark Scheme B for AO2 marks.  [18 marks]
‘There are many models that seek to explain how the relationship between the mass media and their audiences operates, but none is fully convincing.’

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 their relationship with audiences 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 the mass media and/or audiences or
- some flawed material from a perspective on the mass media.

Higher in the band, students will present knowledge on the mass media and their audiences 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 the mass media and/or audiences 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:

- undeveloped lists of factors related to different media models or
- brief, descriptive and accurate accounts of one or two studies of the relationship between the mass media and their audiences or
- outlines of one or two 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 the traditional media. Answers might include:

- a more developed list of factors related to different media models, but with a limited theoretical structure or
- a largely accurate and more developed list of studies of the relationship between the mass media and their audiences, 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, desensitisation, disinhibition effect, catharsis, cultural effects, globalisation, scapegoat, homogeneous, selective filter, two-step flow, reception analysis, convergence, compression, interactivity, collective intelligence, generational divide, digital divide, neophiliacs, cultural pessimists, conglomerates, hegemony, global village, ideology, ideological state apparatus, domination, agenda setting, gate-keeping, market forces, pluralism, will be explored and broadly understood. Answers might include:

• more detailed and developed accounts of factors related to different media models, but still with some limitations in the theoretical structure or
• more developed and accurate accounts of studies of the relationship between the mass media and their audiences, but still with some limitations in the theoretical structure or
• more coherent and 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 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 effects research in the mass media 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.

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

Sources may include: Blumler and McQuail; Curran; Dworkin; Fesbach and Sanger; Gauntlett; Gerbner et al; Gunter; Hald; Katz and Lazarsfield; Klapper; Lull; McCabe and Martin; Newson; Moore; Morgan; Norris; Orbach; Philo; Strinati; Thompson; Watson; Wolf; Young;

**Note**: refer to General Mark Scheme B for AO2 marks. [18 marks]
Section D  Power and Politics

Identify and briefly explain three characteristics of new social movements. [9 marks]

One mark for each of three characteristics identified, such as:

- extra-parliamentary
- informal/loose networks
- sense of opposition to/distrust of mainstream politics
- tactics include demonstrations/protests
- collective identity
- act local/think global
- educated young/middle-class base

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

- extra-parliamentary: new social movements use methods to bring about change, such as direct action, that do not involve more traditional parliamentary activity.
- informal/loose networks: new social movements are more like loose networks of individuals who band together for a cause rather than as formal organisations, such as trade unions.
- sense of opposition to mainstream politics: many of the arguments put forward by new social movements imply that traditional politics has failed and that new ways of bringing about change are needed.

One mark only for each of three partially satisfactory answers, such as they encourage the involvement of individuals.
Using material from Item D and elsewhere, assess the view that globalisation has fundamentally changed politics over the past thirty years or so. [18 marks]

A01: 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 globalisation and/or politics today. 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 globalisation and/or politics today. Understanding of the set question and/or the material presented in response will be more explicit and more sociological, for example, a competent if basic and descriptive account of one or two global political issues or a descriptive summary of organisations that are involved in global politics.

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 globalisation and politics today. There may be a tendency to present material in a list-like manner, for example describing a number of current global issues. Alternatively, students may focus on different theoretical perspectives, 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 the relationship between globalisation and politics today. Material will be drawn from the Item and elsewhere. This may include concepts and issues such as: Marxism; neo-Marxism; liberalism; pluralism; terrorism; extradition; new social movements; free trade; fair trade; global warming; supra-state organisations; transnational corporations; dependency; exploitation; environmental degradation; metropolis and satellite; sustainable development; cultural imperialism; neo-colonialism; primary products; debt; World Bank; International Monetary Fund; tied aid; multilateral aid.

Sources may include Cohen and Rai; Giddens; Habermas; Hallsworth; Held; Held and McGrew; Jessop; Klein; Leonard; Marx; Miliband; Scott; Shiva; Sklair; Touraine.

**Note**: refer to General Mark Scheme A for AO2 marks [12 marks]
Evaluate the effectiveness of different forms of political participation in bringing about social change. [33 marks]

AO1: Knowledge and Understanding [15 marks]

0  No knowledge or understanding relevant to the set question.

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

Lower in the band, students will present an answer based on very limited knowledge and understanding of politics and/or political participation 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 politics and/or social change or
• some flawed material from a perspective on political participation.

Higher in the band, students will present knowledge on politics and/or political participation in the world today that is incomplete or flawed. However, students’ understanding of both the set question and the material presented as an answer will be marginally more explicit and more sociological than those lower in the band. Answers might include:

• some incomplete or flawed accounts of politics and/or social change 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:

• a brief list of factors related to different aspects of political participation or
• brief, descriptive and accurate accounts of one or two studies of political participation or
• outlines of one or more perspectives on politics, but with only limited empirical development and with relevance to the question left largely implicit.

Higher in the band, students will present a fuller and though possibly still unbalanced response to the question. Answers may still be somewhat descriptive or narrowly focused, for instance providing an account based on descriptions of only one form of political participation, such as membership of pressure groups. Answers might include:

• a more developed list of factors related to different aspects of politics, political participation and social change, but with a limited theoretical structure or
• a largely accurate and more developed list of studies of political participation, and still with limited theoretical structure or
• a coherent and broadly accurate account from two or more perspectives on politics, political participation and social change, 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, patriarchy, new social movement, pressure group, interest group, direct action, party membership, lobbying, deformed polyarchy, neo-pluralist, polyarchal democracy, risk technology, alienation, counterculture, mass culture, global branding, hyperpluralism and capitalism will be explored and broadly understood. Answers might include:

• more detailed and developed accounts of factors related to politics, political participation and social change, but still with some limitations in the theoretical structure or
• more developed and accurate accounts of studies of politics, political participation and social change, but still with some limitations in the theoretical structure or
• more coherent and accurate accounts from a range of perspectives on politics, political participation and social change, and with significant empirical development.

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

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

**Sources may include:** Beck; Cohen and Rai; Crewe; Doherty; Faulks; Giddens; Habermas; Hall; Heath et al; Klein; Marcuse; Marx; Morgan; Storr; Touraine.

**Note:** refer to General Mark Scheme B for AO2 marks. [18 marks]
Evaluate the contribution of sociologists from different perspectives to our understanding of the distribution and use 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**, students will present an answer based on very limited knowledge and understanding of politics and/or the distribution and/or use of power 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 politics and/or or the distribution and/or use of power or
- some flawed material from a sociological perspective on politics and power.

**Higher in the band**, students will present knowledge on the distribution and/or use of power 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 distribution and/or use of power or
- some incomplete or flawed account from different perspectives on politics and power.

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

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

- a brief list of factors related to the distribution and/or use of power in society today or
- brief, descriptive and accurate accounts of one or two studies of the distribution and/or use of power in society today or
- outlines of one or more perspectives on the distribution and/or use of power in society today, but with only limited 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 with mainly one perspective with only limited reference to empirical material or society today. Answers might include:

- a more developed list of factors related the distribution and use of power in society today, but with a limited theoretical structure or
• a largely accurate and more developed list of studies of the distribution and use of power in society today, but with a limited theoretical structure or
• a coherent and broadly accurate account from two or more perspectives on the distribution and use of power, 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 Marxism, elites, neo-Marxism, pluralism, neo-pluralism, establishment, ideology, oligarchy, accountability, variable sum, constant sum, agenda setting, capitalism, hegemony, circulation of elites and Weltanschauung, will be explored and broadly understood. Answers might include:

• more detailed and developed accounts of factors related to the distribution and use of power in society today, but still with some limitations in the theoretical structure or
• more developed and accurate accounts of studies of the distribution and use of power in society today, but still with some limitations in the theoretical structure or
• more coherent and accurate accounts from a range of perspectives on the distribution and use of power in society 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 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 distribution and use of power or
• greater knowledge and understanding of a range of views on the distribution and use of power in society today or
• greater knowledge and understanding of the complexities of power and politics in an increasingly globalised society.

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

Sources may include: Abercrombie and Warde; Bachrach and Baratz; Dahl; Edinger and Searing; Faulks; Foucault; Grant and Marsh; Hewitt; Lukes; Marx; Michels; Miliband; Moore; Mosca; Newton; Pareto; Peston; Phillips; Polsby; Poulantzas; Williams; Wright Mills.

Note: refer to General Mark Scheme B for AO2 marks.  [18 marks]
### General Mark Scheme A

<table>
<thead>
<tr>
<th>Questions</th>
<th>02 06 10 14</th>
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**AO2: Interpretation, Application, Analysis and Evaluation**

[12 marks]

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<thead>
<tr>
<th>Mark Band</th>
<th>Description</th>
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<tbody>
<tr>
<td>0</td>
<td>No relevant interpretation, application, analysis or evaluation skills shown.</td>
</tr>
<tr>
<td>1 – 4</td>
<td>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.</td>
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<tr>
<td></td>
<td><strong>Lower in the band</strong>, 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.</td>
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<tr>
<td></td>
<td><strong>Higher in the band</strong>, 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.</td>
</tr>
<tr>
<td>5 – 8</td>
<td>Answers in this band will show reasonable skills of interpretation, application, analysis and evaluation. Throughout this band, one or two skills may be demonstrated significantly more successfully than the others.</td>
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<tr>
<td></td>
<td><strong>Lower in the band</strong>, 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.</td>
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<tr>
<td></td>
<td><strong>Higher in the band</strong>, 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.</td>
</tr>
<tr>
<td>9 – 12</td>
<td>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</td>
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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**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>0</td>
<td>No interpretation or application skills shown.</td>
</tr>
<tr>
<td>1 – 3</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td><strong>Lower in the band</strong>, interpretation or application of potentially relevant material will be very basic, possibly with significant errors.</td>
</tr>
<tr>
<td></td>
<td><strong>Higher in the band</strong>, 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.</td>
</tr>
<tr>
<td>4 – 6</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td><strong>Lower in the band</strong>, 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.</td>
</tr>
</tbody>
</table>
Higher in the band, answers will show greater sensitivity in interpretation of the set question and greater sociological awareness in the application of material in order to address successfully some of the specific issues that it raises. However, significant parts of the answer may remain generalised.

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

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

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

AO2 (b): Analysis and Evaluation [9 marks]

0 No relevant analysis or evaluation.

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

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

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

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

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

Higher in the band, one or both skills will be shown more fully. Analysis will be more explicit, for example with greater discussion of some of the material presented. There will be more explicit evaluation, though much may remain implicit. Evaluation may be both positive and negative, though answers may still be largely one-sided.
7 – 9 Answers in this band will show good skills both of analysis and of evaluation. Throughout this band, analysis and evaluation will be relevant, well developed and explicit.

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

**Higher in the band**, analysis and evaluation will be thorough and comprehensive. Evaluation will be balanced as, for example, in recognising that the studies, theories, methods etc presented have both strengths and weaknesses. Analysis may follow a clear rationale, draw appropriate inferences, and employ a logical ordering of material leading to a distinct conclusion.
ASSESSMENT GRIDS FOR A-LEVEL SOCIOLOGY UNIT 3 (SCLY3)

Examination Series: June 2015

Beliefs in Society (Data Response)

<table>
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Beliefs in Society (Essays)

Students answer one question from a choice of two.

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## Global Development (Data Response)

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## Global Development (Essays)

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* AO2 (a) = Interpretation and Application  
* AO2 (b) = Analysis and Evaluation
### Mass Media (Data Response)

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### Mass Media (Essays)

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## Power and Politics (Data Response)

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## Power and Politics (Essays)

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* AO2 (a) = Interpretation and Application  
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