



# General Certificate of Education

## Sociology 6191

*SCY4 Power and Politics; Religion; World Sociology*

# Mark Scheme

*2006 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.

**GUIDANCE NOTES IN THE USE OF GENERAL AND QUESTION SPECIFIC  
MARK SCHEMES FOR UNITS 4 AND 5.**

**TWO RELATED MARK SCHEMES ARE PROVIDED**

Examiners are required to consult and apply the two related mark schemes as follows:

**A General Mark scheme** made up of two sections on:

- (i) Knowledge and Understanding;
- (ii) Identification, Analysis, Interpretation and Evaluation.

**A Question Specific Mark scheme** made up of one section on:

- (i) Knowledge and Understanding. This will enable examiners to assess the knowledge and understanding requirements of particular questions.

**Marking**

In the process of marking a particular question, you must follow the procedure detailed below in marking the different Skill Domains:

- (i) **Knowledge and Understanding**

Refer to the Question Specific Mark scheme and the General Mark scheme.

- (ii) **Identification, Analysis, Interpretation and Evaluation**

Refer to the General Mark scheme.

Each answer should be assessed separately for each of the two Skill Domains and the mark for each Skill Domain recorded and totalled to give an overall mark. For example in the case of an answer which was rewarded 6 marks for Knowledge And Understanding and 6 for Identification, Analysis, Interpretation and Evaluation, the total mark for this answer would be 12.

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## QUALITY OF WRITTEN COMMUNICATION FOR UNIT 4

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:

- 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;
- ensure text is legible, and spelling, grammar and punctuation are accurate, so that meaning is clear.

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)

**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 – 9 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 10 – 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. Punctuation and grammar will be used correctly throughout to facilitate the intelligibility of the answer.

### Questions 2, 3, 5, 6, 8, 9

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

**In the 6 – 10 band**, candidates' answers are likely to be characterised by the generally fair logical expression of ideas, though perhaps with some occasional flaws, and the use of a somewhat limited range of conceptual terms, perhaps sometimes used imprecisely and/or inaccurately. Spelling, punctuation and grammar will be fair. Commonly used words and sociological terms will mostly be spelt correctly. There may be some errors in punctuation and grammar which impair the intelligibility of some parts of the answer.

**In the 11 – 16 band**, candidates' answers are likely to be characterised by the reasonable 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 good standard. Commonly used words and sociological terms will be spelt correctly. Punctuation and grammar will be of a good standard facilitating a competent expression of ideas.

**In the 17 – 20 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.

## GENERAL MARK SCHEME FOR UNITS 4 AND 5

### Knowledge and Understanding

**0** No relevant knowledge or understanding.

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

Lower in the band, knowledge will consist of commonsensical points. Answers will show only minimal understanding of either the question or the material offered in response to it.

Higher in the band, knowledge will consist of a few isolated quasi-sociological points, with omissions and perhaps with significant errors. Understanding both of the question and of material offered in response to it will be very simplistic and perhaps confused.

**6 – 10** Answers in this band will show a somewhat limited sociological knowledge and understanding.

Lower in the band, there will be a shallow knowledge of a limited amount of sociological material, perhaps with errors. Understanding both of the question and the material presented in response to it will be superficial.

Higher in the band, there will be a reasonably accurate but rather shallow and descriptive knowledge of a still limited amount of sociological material, or alternatively a slightly deeper but very narrow knowledge. There may be a generalised understanding of the question, or one which shows a specific understanding of only a very limited aspect of the question.

**11 – 16** Answers in this band will show a reasonably good sociological knowledge and understanding.

Lower in the band, there will be a reasonably accurate knowledge of a range of sociological material with some limited success in conveying conceptual detail, or alternatively a more conceptually detailed but narrowly based knowledge. Knowledge shown may be either theoretical, empirical or both. Answers will show a specific understanding of some of the demands of the question and of the material offered in response to it, but other aspects will be neglected or treated in a generalised fashion.

Higher in the band there will be somewhat greater success in conveying conceptual detail, or a slightly greater breadth, of knowledge; however, answers will remain somewhat limited in range or depth. Knowledge shown will be both theoretical and empirical. There will be a specific understanding of most of the principal demands or aspects of the question, but some others will be neglected or treated in a generalised fashion.

**17 – 20** Answers in this band will show a very good sociological knowledge and understanding.

Lower in the band, there will be a wide-ranging theoretical and empirical knowledge which will, with only very minor exceptions, be thorough, accurate and conceptually detailed. Accurate and explicit links will be made between some of the theoretical and empirical material. There will be a clear understanding both of the question, including its theoretical context, and of the material offered in response to it.

Higher in the band, knowledge will be comprehensive and will be thorough, accurate and conceptually detailed throughout. There will be a clear understanding of the theoretical context of the question, and there will be accurate and explicit links between the theoretical and empirical parts of the answer. Answers will show a clear, full and complex understanding of the question and the material offered.

## GENERAL MARK SCHEME FOR UNITS 4 AND 5

### Identification, Analysis, Interpretation and Evaluation

**0** No relevant identification, analysis, interpretation or evaluation.

**1 – 5** Answers in this band will show very limited skills of identification, analysis, interpretation and evaluation.

Lower in the band, identification of perspectives/arguments will be very limited and/or inaccurate. There will be little or no evidence of the ability to distinguish between facts, opinions and value judgements. Interpretation of the question and the material offered in answer to it will be minimal and/or confused. Analysis of arguments and/or methodological issues, if present, will be very limited. Evaluation may be absent or limited to one or two undeveloped examples.

Higher in the band, there will be some limited and undeveloped identification of perspectives, arguments and/or methodological issues, and some evidence of the ability to distinguish between facts, opinions and value judgements. There will be some limited interpretation of the question and/or the material offered in answer to it. Analysis, if present, will be undeveloped and possibly contain inaccuracies. Evaluation may be implicit or confined to one or two critical comments on some aspect of the question or general topic area.

**6 – 10** Answers in this band will show somewhat limited skills of identification, analysis, interpretation and evaluation.

Lower in the band, identification of perspectives/arguments will be broadly accurate, although limited and undeveloped. Attempts to distinguish between facts, opinions and value judgements will show some sociological awareness. Interpretation of the question and the material offered in answer to it will be limited but broadly sociological. Examples may be undeveloped or applied to the general topic area rather than the set question. Analysis of material, if present, will be partial and poorly focused. Evaluation may take the form of a weak juxtaposition and/or brief list of criticisms of a study, concept, perspective or method.

Higher in the band, arguments/perspectives will be accurately identified, and there will be clear evidence of the ability to distinguish between facts, opinions and value judgements. Interpretation will be focused and examples will show some development and be broadly applied to the question set. There will be some, albeit limited and undeveloped, attempt to analyse material. There will be a few explicit points or criticisms raised.

**11 – 16** Answers in this band will show reasonably good skills of identification, analysis, interpretation and evaluation.

Lower in the band, there will be some explicit and largely successful attempts to identify and interpret sociological arguments and perspectives. There will be a general awareness of methodological issues. Analysis may remain undeveloped and/or partial. There will be some explicit evaluation, although this may be one-sided and/or undeveloped.

Higher in the band, the use of skills will be more balanced and comprehensive. Sociological arguments, perspectives and methodological issues will be accurately identified and interpreted and examples will be generally applied to the question. Both analysis and evaluation will be explicit, though not necessarily fully developed or comprehensive.

**17 – 20** Answers in this band will show very good skills of identification, analysis, interpretation and evaluation, applied to a range of sociological ideas, evidence and issues.

Lower in the band, sociological arguments and perspectives will be, with only very minor exceptions, accurately identified and successfully interpreted to meet the demands of the question. Analysis and evaluation of a wide range of material, including methodological issues, will be thorough, comprehensive and balanced.

Higher in the band, all the skills will be demonstrated in a thorough, accurate and comprehensive manner throughout. There will be clear evidence that identification, interpretation, analysis and evaluation follow a clear rationale and are applied with sensitivity and sophistication. Evaluative comparisons and contrasts may be made between different areas of sociology, and analysis and argument may be applied to wider and possibly more complex issues than those raised by the set question.

Choose **one** Section. Do **not** answer questions from more than one section.

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**SECTION A: POWER AND POLITICS**

If you choose this Section, answer Question 1 and **either** Question 2 **or** Question 3.

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**1**

**Total for this section: 60 marks**

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|---|
| (a) Identify and briefly explain some of the reasons for low voter turnout at some recent general, European and local elections, <b>apart from</b> those referred to in <b>Item A</b> . <span style="float: right;"><i>(8 marks)</i></span> |
|---|

**0** No relevant points.

**1 – 4** Answers in this band will have only limited success in identifying, interpreting and /or analysing material to meet the requirements of the question.

Lower in the band – limited success here will probably mean:

- one reason will be identified from politics in general but it will be confused and/or unfocused or,
- there may be a tendency to recycle material from the Item without identifying specific reasons for low voter turnout. There will be no satisfactory explanation or,
- one reason for low voter turnout will be identified but there will be no satisfactory explanation offered.

Higher in the band – limited success here will probably mean:

- one reason for low voter turnout will be identified and some possible explanation will be given or,
- two reasons for low voter turnout will be identified but without satisfactory explanations.

**5 – 8** Answers in this band will have reasonable success in identifying, interpreting and/or analysing material to meet the requirements of the question.

Lower in the band – reasonable success here will probably mean:

- two or more reasons for low voter turnout will be identified and some limited explanation that is generalised or is specific only to one way will be offered;
- three reasons for low voter turnout will be identified but with no satisfactory explanations offered.

Higher in the band – reasonable success here will probably mean:

- two reasons for low voter turnout will be identified with brief and accurate explanations for each or,
- three or more reasons for low voter turnout will be identified but a brief explanation will be offered for only one of them.

Suitable reasons for low voter turnout could include:

- political parties have become too remote from the electorate;
- people feel that voting does not change anything;
- people see politics as boring;
- people feel that politics does not affect them personally;



- people do not understand political issues;
- people are too busy doing other things.

**NOT:** decline in political interest; taking direct action.

Suitable brief explanations could be:

- Political parties have become too remote from the electorate: politics have become a process that goes on at Westminster and Brussels but does not make contact with ordinary people in their homes.
- People feel that voting does not change anything: people do not see a connection between voting and social changes and thus become disillusioned with voting as it seems not to change things which relate to their personal circumstances.
- People see politics as boring: people, especially the young, see politics and voting as a boring subject and are quickly put off the topic. As a consequence they do not then go out to participate in elections.

- (b) Briefly examine the view that direct action is replacing voting as ‘the only way to bring about political change’ in today’s society (**Item A**, lines 10 – 11). (12 marks)

**0** No relevant points.

**1 – 4** Answers in this band will have only limited success in identifying, interpreting, analysing and /or evaluating material to meet the requirements of the question. There will be little evidence of relevant knowledge or understanding.

Lower in the band, one or two commonsensical points may be made on direct action and/or voting but there will be a tendency to recycle material from the Item without identifying specific issues or analysing possible evidence or explanations.

Higher in the band, one or two factors related to voting behaviour and political action may be identified and some possible but limited explanations may be suggested. Evaluation will be limited or non-existent.

**5 – 9** Answers in this band will have been reasonably successful in identifying, interpreting, analysing and evaluating material to meet the requirements of the question.

Lower in the band, this may be confined to a competent if basic account, for example of some of the evidence concerning changes in voting patterns over recent elections. Answers will show a reasonable underlying knowledge and understanding. Some limited explicit evaluation may be offered.

Higher in the band, answers will be more developed, with a greater and more explicit use of the skills of identification, analysis and evaluation. Knowledge and understanding will be broader and/or deeper and will begin to identify a wider range of material, going beyond the Item.

There may be a tendency to present the material in a rather list-like manner, for example identifying different successful pressure group campaigns or examples of different forms of direct action. There should be an attempt to examine the points made, with a couple of appropriate sociological arguments correctly interpreted. Alternatively there may be an attempt to give an extended list of points but with little analysis in terms of the question set.

**10 – 12** Answers in this band will be successful in identifying, interpreting, analysing and evaluating material to meet the requirements of the question. Analysis and evaluation will be explicit and relevant. Sociological knowledge will be conceptually detailed, showing an understanding of a range of sociological material, drawn from the Item and elsewhere.

Lower in the band, interpretation may be less selective or evaluation less developed and more list-like.

Higher in the band, interpretation will be more focused and evaluation more thorough, developed and explicit.

Candidates will address a range of issues, though not necessarily to the same depth. Most answers may take the Item as a starting point, but at this level answers will need to go beyond this, possibly to consider the accuracy of the statement in the Item in the light of some of the following points: reasons for change in the nature of politics; the globalisation of some political issues; politics becoming more instrumental and individualised; issues becoming more fluid and interlinked and complex; the success of and publicity given to some campaigns of direct action;

disenchantment with politics and politicians; the apparent sameness of modern political parties; politics not attracting the attention of young people. Answers will identify and briefly analyse reasons or explanations for some of the points considered. There will be some explicit evaluation. However, not all of the factors mentioned above are necessary, even for full marks.

**EITHER**

**2** Evaluate pluralist views on the distribution and use of power in society today. (40 marks)

**Knowledge and Understanding** (20 marks)

Candidates should explore different pluralist views on the distribution and use of power in society today. The focus for many candidates is likely to be on the works of Dahl, Hewitt and Urry & Wakeford. They may consider the roles of political parties, pressure and interest groups and the role of the state as honest broker. In better answers these will be compared and contrasted with views from other perspectives including Marxist and neo-Marxist, functionalist, feminist, New Right and elitist. Candidates may also consider different forms and sources of power. In better answers candidates may consider how globalisation has affected the debates.

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

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

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

Lower in the band, candidates will present an answer based on a common sense understanding of politics or power rather than sociological arguments or evidence. There will be only a peripheral link to the question with little evidence that the candidate has understood either the question or the material offered in response to it.

Higher in the band, candidates may present a flawed account of knowledge on power or politics in general. The answer is likely to be characterised by isolated or disjointed points that show very little understanding. The material is still likely to lack a clear focus and is unlikely to raise issues stemming from the question set. Conceptual terms will tend to be used imprecisely or inaccurately and meaning will be unclear.

At this level, possible answers might include:

- some isolated points about sources of power or,
- some flawed material from theories of power.

**6 – 10** Answers in this band will show limited sociological knowledge and understanding.

Lower in the band, candidates will present knowledge on the set question that is likely to contain inaccuracies and some confusion in understanding. Knowledge is likely to be stronger than understanding. Answers at this level may contain significant amounts of irrelevant material.

At this level, possible answers might include:

- a brief list of factors related to forms or types of power or,
- some disjointed but basically accurate material from one or more of the perspectives or,
- a list of examples of powerful groups in modern society.

Higher in the band, candidates will present an essentially descriptive account of sociological knowledge on the question. Answers will display a basic understanding of the material

presented, although a few inaccuracies may still be present. There will be a limited understanding of the demands of the question set.

At this level, possible answers might include:

- outlines of one or two studies focused more on the topic area than the question set, possibly Dahl or,
- a more extensive list of factors or empirical evidence related to sources or types of power or,
- more coherent and accurate material from one or more of the perspectives but lacking detail on pluralism and society today.

**11 – 16** Answers in this band will show reasonably good sociological knowledge and understanding.

Lower in the band, candidates may present accounts that are still somewhat generalised and descriptive and often narrowly focused.

At this level possible answers might include:

- more detailed descriptions of studies focused more on the topic area than the question set, possibly Lukes, Hewitt or Dahl and with the question largely implicit or,
- a more extensive list of factors and empirical evidence related to sources, types and distribution of power, possibly focusing on pressure and interest group activity, and with a limited theoretical structure or,
- coherent and broadly accurate material from pluralist and possibly other perspectives but with only very limited development on society today.

Higher in the band, candidates' answers will present an increased amount of appropriate empirical and/or theoretical detail, and will be increasingly accurate and organised. There will be evidence that the theoretical debates are understood. Candidates will display a clear understanding of the demands of the set question.

At this level, possible answers might include:

- more detailed descriptions of studies focused on the question set, but with a limited theoretical structure or,
- fuller and more accurate descriptions of factors and empirical evidence related to sources, types and distribution of power but with limited theoretical structure or,
- coherent and broadly accurate material from pluralist and other perspectives and with more development on society today.

**17 – 20** Answers in this band will show very good sociological knowledge and understanding.

Lower in the band, candidates' answers will demonstrate a thorough and accurate knowledge on the set question and a very good understanding of a range of relevant empirical and theoretical material.

At this level, possible answers might include:

- increasingly full, accurate and wider descriptions of factors and empirical evidence related to sources, types and distribution of power. These could include political, economic, military, class and gender power. There will be a clear theoretical structure that focuses the material on the set question or,
- coherent and accurate material from pluralist and other perspectives and with concepts such as ideology, patriarchy, oligarchy and their relationship to decision making understood and discussed or,

- detailed and/or referenced accounts of studies on power with concepts and/or ideological issues accurately explored and clearly understood and their relevance to society today made explicit.

Higher in the band, the links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be more detailed and the understanding of the debates on the nature and distribution of power and their complexities made explicit.

At this level, possible answers might also include some of the following:

- the difficulties with much of the evidence on power and decision making;
- the ideological nature of many of the arguments;
- the influence of global factors and their relevance to the debates;
- distinctions between pluralism, neo-pluralism and elite pluralism.

**OR**

**3** “While in the past the main political parties had distinctive ideologies, this is no longer the case today”.

To what extent do sociological arguments and evidence support this view? (40 marks)

**Knowledge and Understanding***(20 marks)*

Candidates should explore change in the political arena with a clear focus on political parties and ideologies. Many candidates are likely to focus almost exclusively on changes to the Labour party. However, better answers may take a wider focus and consider the Conservative and Liberal Democratic parties in equal measure. Candidates may consider the evidence for the statement in the question and go on to see how and why party ideologies may have changed. Answers may consider the relevance of changes in image, membership, activity, social class, trade unionism, party leadership, political participation, wider changes in political parties and policies. Better answers may bring in postmodernist views, consider political parties from other countries such as the USA, or consider how global changes have affected political parties.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Giddens, Heath et al, Crewe, Butler, Michels, Castells, Rose & McAllister, Gamble, Hutton, Hall, Lyotard, Baudrillard, Callinicos, Crook et al, Cohen & Rai, Hallsworth.

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

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

Lower in the band, candidates will present an answer based on a common sense understanding of politics or political parties rather than sociological arguments or evidence. There will be only a peripheral link to the question with little evidence that the candidate has understood either the question or the material offered in response to it.

Higher in the band, candidates may present a flawed account of knowledge on political parties or politics in general. The answer is likely to be characterised by isolated or disjointed points that show very little understanding. The material is still likely to lack a clear focus and is unlikely to raise issues stemming from the question set. Conceptual terms will tend to be used imprecisely or inaccurately and meaning will be unclear.

At this level, possible answers might include:

- some isolated points about politics or,
- some flawed material on political ideologies.

**6 – 10** Answers in this band will show limited sociological knowledge and understanding.

Lower in the band, candidates will present knowledge on the set question that is likely to contain inaccuracies and some confusion in understanding. Knowledge is likely to be stronger than understanding. Answers at this level may contain significant amounts of irrelevant material.

At this level, possible answers might include:

- some brief descriptions of the ideologies of different political parties or,
- some disjointed but basically accurate material on developments of the party system or,

- one or two pieces of evidence and/or arguments relating to political or social change loosely tied to political ideologies.

Higher in the band, candidates will present an essentially descriptive account of sociological knowledge on the question. Answers will display a basic understanding of the material presented, although a few inaccuracies may still be present. There will be a limited understanding of the demands of the question set.

At this level, possible answers might include:

- more coherent and accurate material on political ideologies and their relationship to political parties.
- outlines of one or two studies focused more on the topic area than the question set, possibly Giddens or Crewe or,
- a list of evidence and/or arguments relating to political or social change loosely tied to political ideologies.

**11 – 16** Answers in this band will show reasonably good sociological knowledge and understanding.

Lower in the band, candidates may present accounts that are still somewhat generalised and descriptive and often narrowly focused.

At this level, possible answers might include:

- more detailed descriptions of studies focused more on the topic area than the question set, possibly Giddens, Crewe or Heath, and with the question largely implicit or,
- a more extensive and developed account of evidence and/or arguments relating to political or social change with some clear linkage to political ideologies or,
- consideration of one or two areas in more depth, for instance party policies and party image, with a limited indication of their relationship to political ideologies.

Higher in the band, candidates' answers will present an increased amount of appropriate empirical and/or theoretical detail, and will be increasingly accurate and organised. There will be evidence that the theoretical debates are understood. Candidates will display a clear understanding of the demands of the set question.

At this level, possible answers might include:

- more detailed descriptions of studies focused on the question set, but with a limited theoretical structure or,
- fuller and more accurate accounts of evidence and/or arguments relating to political or social change with some clear linkage to political ideologies and with a limited theoretical structure or
- coherent and broadly accurate material on a range of areas such as party policies, party image, party membership and political participation and with a clear focus on the set question.

**17 – 20** Answers in this band will show very good sociological knowledge and understanding.

Lower in the band, candidates' answers will demonstrate a thorough and accurate knowledge on the set question and a very good understanding of a range of relevant empirical and theoretical material.



At this level, possible answers might include:

- increasingly full, accurate and wider descriptions of arguments and empirical evidence related to assessments of change in the ideologies of the main political parties. There will be a clear theoretical structure or,
- coherent and accurate material on a range of political parties and ideologies with a clear focus on the relevance of these to the dynamic of the question or,
- detailed and/or referenced accounts of studies on political parties and other political movements with ideological issues accurately explored and clearly understood and their relevance to society today made explicit.

Higher in the band, the links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be more detailed and the understanding of the complexity of the debates on the nature of political parties, their ideologies and roles made explicit.

At this level, possible answers might also include some of the following:

- the pragmatic nature of much in the world of politics;
- the developing nature of other non-party political movements and their impact on political parties;
- the influence of global factors and their relevance to the debates;
- comparisons with political parties and ideological issues in the USA or European countries.

**SECTION B: RELIGION**

If you choose this Section, answer Question 1 and **either** Question 2 **or** Question 3.

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4

**Total for this section: 60 marks**

- |   |
|---|
| (a) Identify and briefly explain some of the reasons why New Religious Movements have such a high turnover of members. <span style="float: right;">(8 marks)</span> |
|---|

|  |
|--|
| <p><b>Note:</b> the concept of turnover involves the notion of people joining or being in and leaving organisations. Candidates who focus exclusively on explaining why people join NRMs can score a maximum of 4 marks, if both reasons and explanations are satisfactory (ie both sets are partial answers to the question).</p> |
|--|

**0** No relevant points.

**1 – 4** Answers in this band will have only limited success in identifying, interpreting and/or analysing material to meet the requirements of the question.

Lower in the band – limited success here will probably mean:

- one reason will be identified from religion in general but it will be confused and/or unfocused or,
- there may be a tendency to recycle material from the Item without identifying specific reasons for high turnover. There will be no satisfactory explanation or,
- one reason for high turnover will be identified but there will be no satisfactory explanation offered.

Higher in the band – limited success here will probably mean:

- one reason for high turnover will be identified and some possible explanation will be given or,
- two reasons for high turnover will be identified but without satisfactory explanations.

**5 – 8** Answers in this band will have reasonable success in identifying, interpreting and/or analysing material to meet the requirements of the question.

Lower in the band – reasonable success here will probably mean:

- two or more reasons for high turnover will be identified and some limited explanation that is generalised or is specific only to one way will be offered;
- three reasons for high turnover will be identified but with no satisfactory explanations offered.

Higher in the band – reasonable success here will probably mean:

- two reasons for high turnover will be identified with brief and accurate explanations for each or,
- three or more reasons for high turnover will be identified but a brief explanation will be offered for only one of them.

Suitable reasons for the high turnover of members could be as:

- movements find it difficult to sustain the interest and enthusiasm of members over time;
- many groups make heavy demands on members that some eventually find unacceptable;
- some people join such groups during periods of personal crisis and leave when the crisis is over;
- some people are merely experimenting with different movements and move on rapidly;
- tastes and fashions in religion change and other groups may attract members away.

Suitable brief explanations could be as:

- Movements find it difficult to sustain the interest and enthusiasm of members over time: many movements attract members with an initial religious fervour but this intensity of belief is difficult to sustain and some members will drift away as the fervour wanes.
- Many groups make heavy demands on members that some eventually find unacceptable: the commitment and dedication that some movements demand from their members places significant pressure on members and some find this unacceptable or difficult to manage and leave.
- Some people join such groups during periods of personal crisis and leave when the crisis is over. Some people join movements out of need caused by a personal crisis such as ill health or a broken relationship and may leave the movement when they have dealt with the crisis and no longer feel the need for the support offered by the movement.

(b) Using material from **Item B** and elsewhere, briefly examine why some people feel that traditional churches and denominations no longer meet their religious needs. (12 marks)

**0** No relevant points.

**1 – 4** Answers in this band will have only limited success in identifying, interpreting, analysing and/or evaluating material to meet the requirements of the question. There will be little evidence of relevant knowledge or understanding.

Lower in the band, one or two points may be made on churches or religion in general but there will be a tendency to recycle material from the Item without identifying specific issues or analysing possible evidence or explanations.

Higher in the band, one or two factors related to changing belief or religious activity may be identified and some possible but limited explanations may be suggested. Evaluation will be limited or non-existent.

**5 – 9** Answers in this band will have been reasonably successful in identifying, interpreting, analysing and evaluating material to meet the requirements of the question.

Lower in the band, this may be confined to a competent if basic account, for example of some of the evidence concerning the changing nature of religious belief and/or practice. Answers will show a reasonable underlying knowledge and understanding. Some limited explicit evaluation may be offered.

Higher in the band, answers will be more developed, with a greater and more explicit use of the skills of identification, analysis and evaluation. Knowledge and understanding will be broader and/or deeper and will begin to identify a wider range of material, going beyond the Item.

There may be a tendency to present the material in a rather list-like manner, for example identifying different reasons why churches might have lost touch with their traditional membership. There is likely to be an attempt to examine the Item and points made, with a couple of appropriate sociological arguments correctly interpreted. Alternatively there may be an attempt to give an extended list of points but with little analysis in terms of the question set.

**10 – 12** Answers in this band will be successful in identifying, interpreting, analysing and evaluating material to meet the requirements of the question. Analysis and evaluation will be explicit and relevant. Sociological knowledge will be conceptually detailed, showing an understanding of a range of sociological material, drawn from the Item and elsewhere.

Lower in the band, interpretation may be less selective or evaluation less developed and more list-like.

Higher in the band, interpretation will be more focused and evaluation more thorough, developed and explicit.

Candidates will address a range of issues, though not necessarily to the same depth. Most answers may take the Item as a starting point, but at this level answers will need to go beyond this, possibly to consider the accuracy of the statement in the Item in the light of some of the following points: reasons for change in the nature of religious belief and practice; relevant changes in the nature of society; gender issues; the remoteness of some organisations; out-dated images; the attractiveness of many new religious movements; relevant political issues and the changing position of churches and denominations in society. Answers will identify and briefly analyse reasons or explanations for some of the points considered. There will be some explicit evaluation. However, not all of the factors mentioned above are necessary, even for full marks.

**EITHER**

|  |                   |
|--|-------------------|
| <b>5</b> Evaluate functionalist views on the role and functions of religion today. | <i>(40 marks)</i> |
|--|-------------------|

**Knowledge and Understanding** *(20 marks)*

Candidates should explore different functionalist explanations. The works of Durkheim, Malinowski and Parsons are likely to figure in most answers. These should be interpreted and focused on society today. Issues such as contemporary social conflicts, internal divisions within religions, the functions of collective worship, dealing with crises, totemism, the collective conscience, value consensus, group unity and social order and control may be explored. Better answers are likely to compare and contrast functionalist views with those from other perspectives including Marxism, feminism, and postmodernism. The work of Weber is also likely to feature in some answers.

In answering this question, candidates may also refer to some of the following sources and/or relevant alternative ones: Herberg, Marx, Wilson, Martin, Bellah, Wallis, Troeltsch, Barker, Niebuhr, Tipton, Lyotard, Baudrillard, Mannheim, Giddens, Berger, Simone de Beauvoir, Foucault, Hall.

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

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

Lower in the band, candidates will present an answer based on a common sense understanding of religion rather than sociological arguments or evidence. There will be only a peripheral link to the question with little evidence that the candidate has understood either the question or the material offered in response to it.

Higher in the band, candidates may present a flawed account of knowledge on religion in general. The answer is likely to be characterised by isolated or disjointed points that show very little understanding. The material is still likely to lack a clear focus and is unlikely to raise issues stemming from the question set. Conceptual terms will tend to be used imprecisely or inaccurately and meaning will be unclear.

At this level, possible answers might include:

- some isolated points about functionalism or functions of religion or,
- some isolated points about postmodern society or,
- some flawed material from theories of religion.

**6 – 10** Answers in this band will show limited sociological knowledge and understanding.

Lower in the band, candidates will present knowledge on the set question that is likely to contain inaccuracies and some confusion in understanding. Knowledge is likely to be stronger than understanding. Answers at this level may contain significant amounts of irrelevant material.

At this level, possible answers might include:

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

Higher in the band, candidates will present an essentially descriptive account of sociological knowledge on the question. Answers will display a basic understanding of the material presented, although a few inaccuracies may still be present. There will be a limited understanding of the demands of the question set.

At this level, possible answers might include:

- outlines of one or two studies focused more on the topic area than the question set, probably Durkheim or Malinowski or,
- some outlines of perspectives on religion with relevance to the question left largely implicit or,
- undeveloped lists of evidence relating to the role and/or functions of religion in society today.

**11 – 16** Answers in this band will show reasonably good sociological knowledge and understanding.

Lower in the band, candidates may present accounts that are still somewhat generalised and descriptive and often narrowly focused.

At this level, possible answers might include:

- outlines of two or three studies focused broadly on the question set or,
- some more developed accounts of perspectives on religion with some emerging relevance to the question or,
- more developed lists of evidence relating to religion in society today but and with a basically accurate but limited theoretical structure.

Higher in the band, candidates' answers will present an increased amount of appropriate empirical and/or theoretical detail, and will be increasingly accurate and organised. There will be evidence that the theoretical debate is understood. Candidates will display a clear understanding of the demands of the set question.

At this level, possible answers might include:

- increasingly detailed and/or referenced studies focused broadly on the question or,
- more developed accounts of different perspectives on religion clearly focused on the set question or,
- fuller and largely accurate descriptions of evidence relating to society today and with an increasingly developed theoretical structure.

**17 – 20** Answers in this band will show very good sociological knowledge and understanding.

Lower in the band, candidates' answers will demonstrate a thorough and accurate knowledge on the set question and a very good understanding of a range of relevant empirical and theoretical material.

At this level, possible answers might include:

- increasingly detailed and/or referenced accounts of studies on religion clearly focused on the question set, with concepts accurately explored and clearly understood or,
- a wide range of perspectives on religion clearly focused on the set question and linked to empirical evidence or,
- full and accurate descriptions of evidence relating to society today and with a clearly developed theoretical structure.

Higher in the band, the links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be detailed and the understanding of the debate and its complexities made explicit.

At this level, possible answers might also include some of the following:

- consideration of the problematic nature of much of the information on religion, religious belief and influence in society today;
- comparisons with religious belief and practice in countries other than GB;
- greater understanding of ideological issues and their relevance to religion.

**OR**

**6** Evaluate sociological explanations of the relationship between gender and religious belief and practice. *(40 marks)*

**Knowledge and Understanding**

*(20 marks)*

Candidates should explore a range of issues relating to gender and religious belief and practice. These may include membership of different religious groups, other religious activity, changing forms of worship and belief, the needs of individuals in society today, ethnicity, social class and age. Many candidates may focus predominantly on women, but better answers may look also at the religious behaviour of men. Many answers may deal with this question using mainly empirical material. However, relevant views from different perspectives such as feminism, functionalism, Marxism and postmodernism will be integrated into better answers.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Bruce, Wilson, El Saadawi, de Beauvoir, Armstrong, Parsons, Weber, Marx, Engels, Wallis, Heelas, Hamilton, Martin.

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

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

Lower in the band, candidates will present an answer based on a common sense understanding of religion and/or gender rather than sociological arguments or evidence. There will be only a peripheral link to the question with little evidence that the candidate has understood either the question or the material offered in response to it.

Higher in the band, candidates may present a flawed account of knowledge on religious belief and practice. The answer is likely to be characterised by isolated or disjointed points that show very little understanding. The material is still likely to lack a clear focus and is unlikely to raise issues stemming from the question set. Conceptual terms will tend to be used imprecisely or inaccurately and meaning will be unclear.

At this level, possible answers might include:

- some isolated points about gender, church attendance or membership or,
- some flawed material from theories of religion.

**6 – 10** Answers in this band will show limited sociological knowledge and understanding.

Lower in the band, candidates will present knowledge on the set question that is likely to contain inaccuracies and some confusion in understanding. Knowledge is likely to be stronger than understanding. Answers at this level may contain significant amounts of irrelevant material.

At this level, possible answers might include:

- a brief list of factors related to gender, religious belief and/or practice or,
- some disjointed but basically accurate material from one or more of the perspectives or,
- a list of examples of religious groups and their membership.

Higher in the band, candidates will present an essentially descriptive account of sociological knowledge on the question. Answers will display a basic understanding of the material



presented, although a few inaccuracies may still be present. There will be a limited understanding of the demands of the question set.

At this level, possible answers might include:

- outlines of one or two studies focused more on the topic area than the question set, possibly Armstrong or De Beauvoir or,
- a more extensive list of factors or empirical evidence related to gender and religious belief and/or practice or,
- more coherent and accurate material from one or more of the perspectives.

**11 – 16** Answers in this band will show reasonably good sociological knowledge and understanding.

Lower in the band, candidates may present accounts that are still somewhat generalised and descriptive and often narrowly focused.

At this level, possible answers might include:

- more detailed descriptions of studies focused more on the topic area than the question set, possibly Armstrong, De Beauvoir or El Saadawi and with the question largely implicit or,
- a more extensive list of factors and empirical evidence related to gender and religious belief and/or practice and with a limited theoretical structure or,
- coherent and broadly accurate material from two or more of the perspectives but with limited explicit linkage to the set question.

Higher in the band, candidates' answers will present an increased amount of appropriate empirical and/or theoretical detail, and will be increasingly accurate and organised. There will be evidence that the theoretical debates are understood. Candidates will display a clear understanding of the demands of the set question.

At this level, possible answers might include:

- more detailed descriptions of studies focused on the question set, but with a limited theoretical structure or,
- fuller and more accurate descriptions of factors and empirical evidence related to gender and both religious belief and practice but with limited theoretical structure or,
- coherent and broadly accurate material from two or more of the perspectives and with explicit linkage to the set question.

**17 – 20** Answers in this band will show very good sociological knowledge and understanding.

Lower in the band, candidates' answers will demonstrate a thorough and accurate knowledge on the set question and a very good understanding of a range of relevant empirical and theoretical material.

At this level, possible answers might include:

- increasingly full, accurate and wider descriptions of factors and empirical evidence related to gender and both religious belief and practice. These could include the nature of different religions, religious groups and the different social and spiritual needs of men and women. There will be a clear theoretical structure or,
- coherent and accurate material from a range of perspectives and with concepts such as ideology, patriarchy, disenchantment, societalisation and their relationship to gender and religious belief and practice made explicit or,
- detailed and/or referenced accounts of studies on religious belief and practice with concepts and/or ideological issues accurately explored and clearly understood and their relevance to society today made explicit.

Higher in the band, the links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be more detailed and the understanding of the debates on gender, religious belief and practice and their complexities made explicit.

At this level, possible answers might also include some of the following:

- the difficulties with much of the evidence on religious belief and practice;
- the ideological nature of many of the arguments;
- the influence of global factors and their relevance to the debates.

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## SECTION C: WORLD SOCIOLOGY

If you choose this Section, answer Question 7 and **either** Question 8 **or** Question 9.

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7

**Total for this section: 60 marks**

- (a) Identify and briefly explain some of the reasons, **apart from** those referred to in **Item C**, why women might be economically and socially disadvantaged in many Third World countries. *(8 marks)*

**0** No relevant points.

**1 – 4** Answers in this band will have only limited success in identifying, interpreting and/or analysing material to meet the requirements of the question.

Lower in the band – limited success here will probably mean:

- one reason will be identified from gender issues in general but it will be confused and/or unfocused or,
- there may be a tendency to recycle material from the Item without identifying specific reasons for disadvantage. There will be no satisfactory explanation or,
- one reason for disadvantage will be identified but there will be no satisfactory explanation offered.

Higher in the band – limited success here will probably mean:

- one reason for disadvantage will be identified and some possible explanation will be given or,
- two reasons for disadvantage will be identified but without satisfactory explanations.

**5 – 8** Answers in this band will have reasonable success in identifying, interpreting and/or analysing material to meet the requirements of the question.

Lower in the band – reasonable success here will probably mean:

- two or more reasons for disadvantage will be identified and some limited explanation that is generalised or is specific only to one way will be offered;
- three reasons for disadvantage will be identified but with no satisfactory explanations offered.

Higher in the band – reasonable success here will probably mean:

- two reasons for disadvantage will be identified with brief and accurate explanations for each or,
- three or more reasons for disadvantage will be identified but a brief explanation will be offered for only one of them.

Suitable reasons for the economic and social disadvantage of women could be:

- in many countries women do not have access to capital;
- women often have to take very poorly paid jobs;
- women are exploited by TNCs;
- women have no access to the political agenda;
- women often have significantly lower education;
- men are still prejudiced against women in many societies.

**NOT:** being forced to stay home and look after the children; cannot afford private clinic; can only work on certain days.

Suitable brief explanations could be:

- In many countries women do not have access to capital: In many countries access to capital, for instance through the ownership of land, is not available to women. This makes borrowing money impossible and limits entrepreneurship.
- Women have no access to the political agenda: in many developing countries women play little part in politics and as a consequence have no one to speak up for them or to take forward issues into the political arena.
- Women often have significantly lower education: In many developing countries women suffer from a very low level of education as they take low priority compared to men. This will restrict their future employment possibilities.

(b) Using material from **Item C** and elsewhere, briefly examine the different factors that determine people's health in developing countries. *(12 marks)*

**0** No relevant points.

**1 - 4** Answers in this band will have only limited success in identifying, interpreting, analysing and/or evaluating material to meet the requirements of the question. There will be little evidence of relevant knowledge or understanding.

Lower in the band, one or two points may be made on health matters in general but there will be a tendency to recycle material from the Item without identifying specific issues or analysing possible evidence or explanations.

Higher in the band, one or two factors related to health or health systems may be identified and some possible but limited explanations may be suggested. Evaluation will be limited or non-existent.

**5 – 9** Answers in this band will have been reasonably successful in identifying, interpreting, analysing and evaluating material to meet the requirements of the question.

Lower in the band, this may be confined to a competent if basic account, for example of some of the evidence concerning factors that cause poor health or measures being taken to improve health in developing countries. Answers will show a reasonable underlying knowledge and understanding. Some limited explicit evaluation may be offered.

Higher in the band, answers will be more developed, with a greater and more explicit use of the skills of identification, analysis and evaluation. Knowledge and understanding will be broader and/or deeper and will begin to identify a wider range of material, going beyond the Item.

There may be a tendency to present the material in a rather list-like manner, for example identifying key health issues and actions that might be taken to address them. There is likely to be an attempt to examine the Item and points made, with a couple of appropriate sociological arguments correctly interpreted. Alternatively there may be an attempt to give an extended list of points but with little analysis in terms of the question set.

**10 – 12** Answers in this band will be successful in identifying, interpreting, analysing and evaluating material to meet the requirements of the question. Analysis and evaluation will be explicit and relevant. Sociological knowledge will be conceptually detailed, showing an understanding of a range of sociological material, drawn from the Item and elsewhere.

Lower in the band, interpretation may be less selective or evaluation less developed and more list-like.

Higher in the band, interpretation will be more focused and evaluation more thorough, developed and explicit.

Candidates will address a range of issues, though not necessarily to the same depth. Most answers may take the Item as a starting point, but at this level answers will need to go beyond this, possibly to consider a range of factors concerning health such as the structure of health systems, facilities available, different health policies and strategies for improving health, the role of medical improvements, the availability of drugs and the relationship to drug companies, the availability of trained medical personnel, diet and food supply, social and economic

inequality, political stability and HIV/Aids. Answers will identify and briefly analyse reasons or explanations for some of the points considered. There will be some explicit evaluation. However, not all of the factors mentioned above are necessary, even for full marks.

**EITHER**

**8** “Globalisation has brought improved cultural, political and economic inter-relationships between societies”.

To what extent do sociological arguments and evidence agree with this view of world development? *(40 marks)*

**Knowledge and Understanding***(20 marks)*

Candidates should explore the nature of globalisation in its economic, political and cultural dimensions. Candidates may balance the benefits to developing countries of some aspects of globalisation with the problems. The works of Rostow and Frank will probably feature in most answers but better answers may also feature ideas from Giddens, Hirst, and others. The roles of nation states and NGOs and TNCs may be explored. Issues such as exploitation, political and economic power relations, development and dependency, the role of aid, the economic market place, gender, health, loans and debt may be analysed.

In answering this question, candidates may also refer to some of the following sources and/or relevant alternative ones: Hirst & Thompson, Sklair, Held & McGrew, Hayter, Mann, Foster-Carter, Kerr, Barnett, Kiely.

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

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

Lower in the band, candidates will present an answer based on a common sense understanding of development rather than sociological arguments or evidence. There will be only a peripheral link to the question with little evidence that the candidate has understood either the question or the material offered in response to it.

Higher in the band, candidates may present a flawed account of knowledge on development in general. The answer is likely to be characterised by isolated or disjointed points that show very little understanding. The material is still likely to lack a clear focus and is unlikely to raise issues stemming from the question set. Conceptual terms will tend to be used imprecisely or inaccurately and meaning will be unclear.

At this level possible answers might include:

- some isolated points about developing countries or,
- some flawed material from theories of development.

**6 – 10** Answers in this band will show limited sociological knowledge and understanding.

Lower in the band, candidates will present knowledge on the set question that is likely to contain inaccuracies and some confusion in understanding. Knowledge is likely to be stronger than understanding. Answers at this level may contain significant amounts of irrelevant material.

At this level, possible answers might include:

- a brief list of factors related to developing countries or,
- some disjointed but basically accurate material from one or more of the perspectives or,
- a list of examples of links between developing countries and the developed.

Higher in the band, candidates will present an essentially descriptive account of sociological knowledge on the question. Answers will display a basic understanding of the material presented, although a few inaccuracies may still be present. There will be a limited understanding of the demands of the question set.

At this level, possible answers might include:

- outlines of one or two studies focused more on the topic area than the question set, possibly Rostow or Giddens or,
- a more extensive list of factors or empirical evidence related to interrelationships between countries or,
- more coherent and accurate material from one or more of the perspectives but lacking detail on globalisation.

**11 – 16** Answers in this band will show reasonably good sociological knowledge and understanding.

Lower in the band, candidates may present accounts that are still somewhat generalised and descriptive and often narrowly focused.

At this level, possible answers might include:

- more detailed descriptions of studies focused more on the topic area than the question set, possibly Giddens, Rostow or Frank and with the question largely implicit or,
- a more extensive list of factors and empirical evidence related to cultural, political and/or economic interrelationships between countries and with a limited theoretical structure or,
- coherent and broadly accurate material from two or more of the perspectives but with reference to the question left largely implicit.

Higher in the band, candidates' answers will present an increased amount of appropriate empirical and/or theoretical detail, and will be increasingly accurate and organised. There will be evidence that the theoretical debates are understood. Candidates will display a clear understanding of the demands of the set question.

At this level, possible answers might include:

- more detailed descriptions of studies focused on the question set, but with a limited theoretical structure or,
- fuller and more accurate descriptions of factors and empirical evidence related to cultural, political and /or economic interrelationships between countries but with limited theoretical structure or,
- coherent and broadly accurate material from two of the perspectives and with explicit linkage to the question set.

**17 – 20** Answers in this band will show very good sociological knowledge and understanding.

Lower in the band, candidates' answers will demonstrate a thorough and accurate knowledge on the set question and a very good understanding of a range of relevant empirical and theoretical material.

At this level, possible answers might include:

- increasingly full, accurate and wider descriptions of factors and empirical evidence related to cultural, political and economic interrelationships. There will be a clear theoretical structure or,
- coherent and accurate material from a range of perspectives and with concepts such as dependency, import substitution, export-led, cultural hegemony and their relationship to globalisation understood and discussed or,



- detailed and/or referenced accounts of studies on globalisation with concepts and/or ideological issues accurately explored and clearly understood and their relevance to interrelationships between nations today made explicit.

Higher in the band, the links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be more detailed and the understanding of the debates on globalisation and their complexities made explicit.

At this level, possible answers might also include some of the following:

- the complexity of the relationship between states and TNCs;
- the ideological nature of many of the arguments;
- the complex nature of the influence of economic and political power in the World order.

**OR**

**9** Evaluate the view that trade is more important than aid as a strategy for development. (40 marks)

**Knowledge and Understanding**

(20 marks)

Candidates should explore the nature of development and various strategies adopted by developing countries. The works of Hayter, Sklair, Rostow and Frank are likely to feature in many answers. Issues that may be explored could include economic and political relationships between First and Third World countries, different strategies for development such as import substitution or export-led approaches, the nature of world markets, global capitalism, competition and control. Empirical examples could compare and contrast the development of Western societies with that of the Asian Tigers, Brazil or other developing societies.

In answering this question, candidates may also refer to some of the following sources and/or relevant alternative ones: Soros, Held, Robertson, Friedman, Mitter, Frobel, Allen, Harrison, Giddens, Hulme & Turner, Wallerstein, Beck, Redclift, George, Kiely, Smith, Mouzelis, Vidal.

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

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

Lower in the band, candidates will present an answer based on a common sense understanding of Third World countries rather than sociological arguments or evidence. There will be only a peripheral link to the question with little evidence that the candidate has understood either the question or the material offered in response to it.

Higher in the band, candidates may present a flawed account of knowledge on development in general. The answer is likely to be characterised by isolated or disjointed points that show very little understanding. The material is still likely to lack a clear focus and is unlikely to raise issues stemming from the question set. Conceptual terms will tend to be used imprecisely or inaccurately and meaning will be unclear.

At this level, possible answers might include:

- some isolated points about aid or,
- some flawed material from theories of development.

**6 - 10** Answers in this band will show limited sociological knowledge and understanding.

Lower in the band, candidates will present knowledge on the set question that is likely to contain inaccuracies and some confusion in understanding. Knowledge is likely to be stronger than understanding. Answers at this level may contain significant amounts of irrelevant material.

At this level, possible answers might include:

- a brief list of factors related to aid and/or trade or,
- some disjointed but basically accurate material from one or more theories of development.

Higher in the band, candidates will present an essentially descriptive account of sociological knowledge on the question. Answers will display a basic understanding of the material

presented, although a few inaccuracies may still be present. There will be a limited understanding of the demands of the question set.

At this level, possible answers might include:

- outlines of one or two studies focused more on the topic area than the question set, probably Rostow or Hayter or,
- outlines of competing perspectives on development with relevance to the question left largely implicit or,
- undeveloped lists of evidence relating to aid, trade and development.

**11 - 16** Answers in this band will show reasonably good sociological knowledge and understanding.

Lower in the band, candidates may present accounts that are still somewhat generalised and descriptive and often narrowly focused.

At this level, possible answers might include:

- timeless but broadly accurate descriptions of theories of development with an emerging relevance to the question or,
- more developed perspectives on development with some explicit linkage to the question but lacking balance or,
- fuller and more accurate descriptions of evidence relating to development and issues related to aid and/or trade.

Higher in the band, candidates' answers will present an increased amount of appropriate empirical and/or theoretical detail, and will be increasingly accurate and organised. There will be evidence that the theoretical debate is understood. Candidates will display a clear understanding of the demands of the set question.

At this level, possible answers might include:

- increasingly detailed and/or referenced accounts of development with some explicit linkage to the question or,
- full and accurate descriptions of evidence relating to strategies for development, aid and trade with some links to theoretical arguments made explicit or,
- a more developed and balanced approach to perspectives on development with some explicit linkage to the question.

**17 - 20** Answers in this band will show very good sociological knowledge and understanding.

Lower in the band, candidates' answers will demonstrate a thorough and accurate knowledge on the set question and a very good understanding of a range of relevant empirical and theoretical material.

At this level, possible answers might include:

- increasingly detailed and/or referenced accounts of development with the issues raised by the question accurately explored and clearly understood or,
- perspectives on development clearly focused on the set question and linked to empirical evidence on the distribution of aid or,
- full and accurate descriptions of evidence relating to aid, trade and development strategies linked to some developed theoretical material.

Higher in the band, the links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be detailed and the understanding of the debate and its complexities made explicit.

At this level, possible answers might include, in addition to the points above:

- some understanding of the ideological nature of the arguments;
- some understanding of the implications of political issues in decisions on aid, trade and development;
- understanding of the complexity of the process of development in different societies today and the relevance of this to the debates.

**ASSESSMENT GRIDS FOR A LEVEL SOCIOLOGY (6191) UNIT 4 (SCY4)****Power and Politics (Data Response)**

| Questions    | ASSESSMENT OBJECTIVES |     |       |
|--------------|-----------------------|-----|-------|
|              | AO1                   | AO2 | Total |
| 1 a          | 0                     | 8   | 8     |
| 1 b          | 4                     | 8   | 12    |
| <b>Total</b> | 4                     | 16  | 20    |

**Power and Politics (Essays)**

Candidates answer **one** question.

| Questions    | ASSESSMENT OBJECTIVES |     |       |
|--------------|-----------------------|-----|-------|
|              | AO1                   | AO2 | Total |
| 2            | 20                    | 20  | 40    |
| 3            | 20                    | 20  | 40    |
| <b>Total</b> | 20                    | 20  | 40    |

**Religion (Data Response)**

| Questions    | ASSESSMENT OBJECTIVES |     |       |
|--------------|-----------------------|-----|-------|
|              | AO1                   | AO2 | Total |
| 4 a          | 0                     | 8   | 8     |
| 4 b          | 4                     | 8   | 12    |
| <b>Total</b> | 4                     | 16  | 20    |

**Religion (Essays)**

Candidates answer **one** question.

| Questions    | ASSESSMENT OBJECTIVES |     |       |
|--------------|-----------------------|-----|-------|
|              | AO1                   | AO2 | Total |
| 5            | 20                    | 20  | 40    |
| 6            | 20                    | 20  | 40    |
| <b>Total</b> | 20                    | 20  | 40    |

**World Sociology (Data Response)**

|                  | <b>ASSESSMENT OBJECTIVES</b> |            |              |
|------------------|------------------------------|------------|--------------|
| <b>Questions</b> | <b>AO1</b>                   | <b>AO2</b> | <b>Total</b> |
| 7 a              | 0                            | 8          | 8            |
| 7 b              | 4                            | 8          | 12           |
| <b>Total</b>     | 4                            | 16         | 20           |

**World Sociology (Essays)**

Candidates answer **one** question.

|                  | <b>ASSESSMENT OBJECTIVES</b> |            |              |
|------------------|------------------------------|------------|--------------|
| <b>Questions</b> | <b>AO1</b>                   | <b>AO2</b> | <b>Total</b> |
| 8                | 20                           | 20         | 40           |
| 9                | 20                           | 20         | 40           |
| <b>Total</b>     | 20                           | 20         | 40           |