



## **General Certificate of Education**

# **Sociology 6191**

**SCY4      Power and Politics; Religion;  
World Sociology**

## **Mark Scheme**

*2007 examination - January series*

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

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

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## SCY4

### 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.

## GENERAL MARK SCHEME FOR UNIT 4

### 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.

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**GENERAL MARK SCHEME FOR UNIT 4****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.

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## QUALITY OF WRITTEN COMMUNICATION

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

- 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 Questions 1 (b), 4 (b) and 7 (b) and Questions 2, 3, 5, 6, 8 and 9. 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.



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

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**SECTION A: POWER AND POLITICS**

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

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**Total for this section: 60 marks**

**1** Read **Item A** and answer parts (a) and (b) which follow.

(a) Identify and briefly explain some of the social, cultural and economic factors that might affect the voting behaviour of individuals <b>apart from</b> those referred to in <b>Item A</b> . (8 marks)
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**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 factor 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 factors that affect voting behaviour. There will be no satisfactory explanation or,
- one factor affecting voting behaviour will be identified but there will be no satisfactory explanation offered.

**Higher in the band** - limited success here will probably mean:

- one factor will be identified and some possible explanation will be given or,
- two factors affecting voting behaviour 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 factors affecting voting behaviour will be identified and some limited explanation that is generalised or is specific only to one way be offered or,
- three factors affecting voting behaviour will be identified but with no satisfactory explanations offered.

**Higher in the band** - reasonable success here will probably mean:

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

Suitable factors could be:

- social class;

- the attraction of particular party policies;
- instrumentalism;
- gender;
- ethnicity;
- age.

**Note:** **not** political apathy; getting bored with politics; protest action.

Suitable brief explanations could be:

- social class: traditionally it has been accepted that a higher proportion of working class individuals support the Labour Party while more of the middle classes support the Conservatives;
- the attraction of particular party policies: on occasions specific policies, such as those on attitudes to Europe, will take priority for some voters in their decision-making;
- instrumentalism: some voters will weigh up the different party policies and then vote for the party who look likely to make them most affluent.

<p>(b) Briefly examine the view that the nature of political participation has changed very little over the past thirty years. <span style="float: right;"><i>(12 marks)</i></span></p>
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**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 voting or political participation 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 political participation 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 arguments and/or evidence concerning the political participation, for instance on voting turnout or party membership, over the period concerned. 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, interpretation, 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 examples of political participation or a fuller consideration of political decision-making and how an individual can bring about change. 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 possible accuracy of some of the assumptions in the Item in the light of some of the following points: the changing nature of politics and political parties; the growth and influence of pressure and interest groups; the influence of the mass media; global consumerism; the rise and effectiveness of direct action; alienation in today's society. Answers will identify and briefly analyse reasons or explanations for some of the points considered. There will be some explicit evaluation.

**Note:** however, not all of the factors mentioned above are necessary, even for full marks.

**EITHER**

- 2** 'Power in society today rests more with the leaders of business and industry than with politicians or with the military.'

To what extent do sociological arguments and evidence support this view of the nature and distribution of power in society today? *(40 marks)*

**Knowledge and Understanding****20 marks**

Candidates are expected to explore different theories of power and attempt to support or refute these by reference to empirical evidence.

Candidates may examine the nature of different forms of power. They may also consider internal and external influences on the uses of power. While some answers may be limited to juxtaposing two or three classic theories, possibly taking Mills as a starting point, better responses will consider a range of theories and evaluate them in the light of empirical evidence. In considering these issues the following sources or other suitable alternative ones may be used: Giddens, Lukes, Marx, Sklair, Pareto, Grant, Marsh, Mills, Parsons, Weber, Bottomore, Engels, Schumpeter, Jessop, Hutton, Gramsci, Poulantzas, Miliband, Dahl, Chomsky, Ohmae, Hirst, Held & McGrew, Foucault, Mann, Baudrillard.

**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 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 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 types 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:

- some disjointed but basically accurate material from one of the studies of power or,
- a brief list of points related to the nature and/or distribution of power in society or,
- an account of uses of power but with no coherent explanation.

**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 or perspectives focused more on the topic area than the question set, possibly Pareto or Marx or,
- a more extensive list of points or empirical evidence related to the nature, and/or distribution of power or,
- a more coherent and accurate account of uses of power with limited explanation.

**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 or perspectives focused more on the topic area than the question set, possibly confined to classic studies such as Pareto, Mills, Marx, etc and with the question largely implicit or,
- a more extensive list of points and empirical evidence related to the nature and/or distribution of power, possibly focusing on economic globalisation and the changing nature of control and decision-making or,
- coherent and broadly accurate empirical evidence on the uses of power but with only limited links made to the question set.

**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:

- detailed accounts of studies or perspectives on the nature and distribution of power and more clearly focused on the question set or,
- fuller and more accurate descriptions of points and empirical evidence related to the nature and distribution of power but with limited theoretical structure or,
- coherent and broadly accurate empirical evidence on the uses of power and with clear links made 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 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 accounts of classic and more modern studies or perspectives on the nature and distribution of power. Concepts will be clearly understood, or,
- coherent and accurate material relating to points and empirical evidence on nature and distribution of power analysed and linked to the question, possibly within the context of a wider debate on the changing nature of decision-making and power in a global context or,

- detailed and/or referenced accounts of studies on nature and uses of power with concepts such as authority, variable-sum, constant-sum, hegemony 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 of power and decision-making in society today and their complexities made explicit.

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

- comparisons between different societies;
- great awareness and understanding of the ideological nature of politics and political explanations;
- greater understanding of the influence of global factors on power and decision-making;
- reference to sources of power.

**OR**

**3** ‘The role of the state has been reduced in modern societies. Its economic role and its wider influence are much less than they used to be.’

To what extent do sociological arguments and evidence support this view of the role of the modern state in the political process today? (40 marks)

**Knowledge and Understanding**

**20 marks**

Candidates are expected to explore theories and empirical evidence on the role of the state in the modern world.

Some candidates may consider how the state has changed or is likely further to change in the face of political, economic and cultural pressures from various sources. More limited responses may focus mainly on classic views of the role of the state. More developed answers may consider wider issues such as the global context of the debate, nationalism, etc. They may consider a range of theoretical approaches and empirical evidence. In considering these issues the following sources or other suitable alternative ones may be used: Giddens, Weber, Skopol, Nordlinger, Engels, Poulantzas, Marx, Parsons, Lipset, Dahl, Urry & Wakeford, Crook et al, Westergaard, Miliband, Gramsci, Nordlinger, Ohmae, Sklair.

**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 politics or the state 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 and/or the state 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 state functions or power or,
- some flawed material from theories on the state.

**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 points related to changes that might have affected the role of the state or,
- a disjointed but basically accurate list of material on incidents that indicate changing roles or functions of the state or,
- a brief list of different theoretical perspectives but with their relationship to the state left implicit.



**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 Weber or Giddens or,
- a more extensive list of changes that might have affected the role of the state or,
- more coherent and accurate material from different theoretical perspectives and their relationship to the state still largely implicit.

**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 Weber, Giddens or Engels, and with the question largely implicit or,
- a more extensive list of changes that might have affected the role of the state and with a limited theoretical structure or,
- more coherent and accurate material from two or more theoretical perspectives but with only limited development on the modern state.

**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 changes that might have affected the role of the state such as the globalisation of capitalism, the internet, the impact of the New Right on the political framework, global terrorism, changes to the nature of world politics, developments in pressure group activity and direct action, global consumerism, and with a limited theoretical structure or,
- coherent and broadly accurate material from two or more perspectives and with more development on the modern state.

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

**Lower in the band**, candidates' answers will demonstrate 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:

- detailed and/or referenced accounts of studies focused on the question set, with concepts and ideological issues accurately explored and clearly understood and with a clear theoretical structure or,
- increasingly full, accurate and wider descriptions of factors related to changes in the role of states. These could include changes relating to international or national issues and to internal or external functions. Answers should show a clear theoretical structure or,

- coherent and accurate material on a range of competing theoretical perspectives and their relationship to changes to the role of the modern state 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 the modern state made explicit.

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

- the increasingly globalised nature of many of the issues;
- challenges to the globalisation thesis;
- a more complex understanding of changes to the relationship between the modern state and its citizens.

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**SECTION B: RELIGION**

If you choose this Section, answer Question 4 and **either** Question 5 **or** Question 6.

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**Total for this section: 60 marks**

**4** Read **Item B** and answer parts (a) and (b) which follow.

(a) Identify and briefly explain some of the characteristic features of sects, <b>apart from</b> those referred to in <b>Item B</b> . <span style="float: right;"><i>(8 marks)</i></span>
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**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 feature will be identified but it will be confused and/or unfocused or,
- there may be a tendency to recycle material from the Item without identifying specific features of sects. There will be no satisfactory explanation or,
- one feature will be identified but there will be no satisfactory explanation offered.

**Higher in the band** - limited success here will probably mean:

- one feature of a sect will be identified and some possible explanation will be given or,
- two features 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 features of sects will be identified and some limited explanation that is generalised or is specific only to one way will be offered or,
- three features will be identified but with no satisfactory explanations offered.

**Higher in the band** - reasonable success here will probably mean:

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

Suitable characteristic features could be:

- strong religious or spiritual enthusiasm;
- members expected to be deeply committed;
- often have charismatic leader;
- often impose strict discipline on members;
- often breakaway movements from other religious organisations
- lack of formal theology;
- less integrated/accepted in mainstream society;
- more likely to appeal to marginalised groups/individuals.

**Note:** **not** self-help or exclusivity or derived from mainstream religious traditions.

Suitable brief explanations could be:

- strong religious or spiritual enthusiasm: members show a fervent approach to the following of their belief system that may appear stronger than that associated with traditional churches;
- members expected to be deeply committed: sects often place demands on their members to see NRM membership as central to their lives;
- often have charismatic leader: sects often have a leader whose personality and personal qualities are critically important to their success.

(b) Briefly examine the view that traditional churches have lost status and influence in society over the past thirty years. <span style="float: right;">(12 marks)</span>
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**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 change 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 churches 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 religious change and the position of churches. 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, interpretation, 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 examples where churches have lost status and/or influence. 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 and consider both status and influence, 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: the nature of religious and social changes that have affected the role and position of churches; the change of functions in some areas of work such as pastoral and education; the changing status of churches in politics; the changes to the status of the clergy and church leaders; increase in personalised religion; the role of the mass media and the effects of global factors. Answers will identify and briefly analyse reasons or explanations for some of the points considered. There will be some explicit evaluation.

**Note:** however, not all of the points mentioned above are necessary, even for full marks.

**EITHER**

**5** 'Religion today is more about believing than belonging.'

To what extent do sociological arguments and evidence support this view of the relationship between religious beliefs, religious organisations and social groups in society today?  
(40 marks)

**Knowledge and Understanding****20 marks**

Candidates are expected to explore both aspects of the question.

Candidates may consider the changing nature of religious belief and affiliation, the difficulties of measuring these and the changing nature of society today. Issues and concepts that may be considered will include statistical evidence, religiosity, individuation and privatised religion, religious pluralism, structural and social differentiation, disenchantment, the different roles played by religion in the lives of and meeting the needs of different groups, the growth of NRMs. The theoretical backdrop to answers may consider a range of perspectives on the role of religion, including functionalist, Marxist, feminist and postmodernist. In considering these issues the following sources or other suitable alternative ones may be used: Smith, Barker, Herberg, Ash & Goodchild, Beyer, Huntingdon, Armstrong, Shils & Young, Bruce, Davie, Modood, Hennels, Bauman, Giddens, Heelas.

**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 or religious belief 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 sects or religious groups or,
- some isolated points about secular society.

**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 points related to religious organisations and/or participation or;
- a brief list of examples of different social groups linked to religious organisations;

- some disjointed, basically accurate but timeless material from one of the perspectives on religion;
- a brief list of points about secularisation.

**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, possibly Heelas or Herberg, with the answer focused more on the topic area than the question set or,
- a more extensive list of points related to religious organisations and participation or,
- more coherent and accurate material from one or more of the perspectives, but with limited focus on the question set or,
- a more extensive list of points about secularisation.

**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 outlines of two or three studies from the topic area and with the question still largely implicit or,
- a more extensive list of points related to religious organisations, participation and religious belief and with a limited theoretical structure or,
- coherent and broadly accurate material from two or more of the perspectives, but with only limited empirical development on the question set or,
- an outline of the secularisation debate(s) but with the question 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 debate is 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 points related to religious belief, religious organisations and social groups but with a limited theoretical structure or,
- coherent and broadly accurate material from two or more of the perspectives, and with more empirical development on the question set or,
- a consideration of arguments and/or evidence on secularisation with more focus on 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 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:

- detailed and/or referenced accounts of studies on the relationship between different social groups, religious beliefs and religious organisations with concepts and/or ideological issues explored and clearly understood or,
- coherent and accurate material from a range of perspectives, linked to empirical evidence on factors such as fundamentalism, individuation, gender, social class and migration. Issues will be discussed and clearly understood or,
- increasingly full, accurate and wider descriptions of points related to religious belief, religious organisations and social groups. These could include factors relating to community, globalisation, group identity, heritage, making sense of modern life and coping with social change. There will be a clear theoretical structure or,
- full and increasingly detailed consideration of arguments and evidence about secularisation and with a clear focus on the question set.

**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:

- greater understanding of the globalised nature of many of the issues in world religion today;
- a more detailed exploration of postmodernist views on religious beliefs in contemporary society;
- greater understanding of the links between religious beliefs, political thoughts and other social movements.



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**OR**

- |  |
|--|
| <p><b>6</b> Assess the extent to which Marxist and feminist theories help our understanding of religion in society today. <span style="float: right;"><i>(40 marks)</i></span></p> |
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**Knowledge and Understanding**

**20 marks**

Candidates are expected to evaluate the two perspectives, drawing out similarities and differences, and consider their applicability and usefulness in understanding religion in society today.

Better candidates may go on to show differences and/or similarities between these and other perspectives in their views on the role and functions of religion. In more moderate answers such considerations will probably be presented in a timeless manner. Better answers will reference arguments more clearly to society today and link issues with supporting empirical evidence. In considering these issues the following sources or other suitable alternative ones may be used: Marx, Engels, Durkheim, Malinowski, Parsons, de Beauvoir, Armstrong, Holm, El Saadawi, Wright, Watson, Bruce, Barker, Lyon, Giddens, Bauman, Heelas, Davie.

**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 or the perspectives 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 organisations. 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 on functions of religion 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 points related to different functions of religion or,
- some disjointed but basically accurate material from one of the perspectives or,
- a brief list of examples of religious practices with linkage to the question left implicit.

**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, possibly Engels or El Saadawi, with the answer focused more on the topic area than the question set or,
- more coherent and accurate material from one or more of the perspectives but presented in a timeless manner or,
- a more extensive list of examples of religious practices and/or functions in society today with linkage to the question left implicit.

**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 Engels, El Saadawi or Holm and with the question largely implicit or,
- coherent and broadly accurate material from two or more perspectives, but with only limited development on society today or,
- a more extensive list of examples of religious practices and/or functions in society today with some clear links made to the 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,
- coherent and broadly accurate material from two or more of the perspectives and with some explicit linkage to understanding society today or,
- fuller and more accurate descriptions of religious practices and/or functions in society today with some clear links made to the question but with a limited theoretical structure.

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

**Lower in the band**, candidates' answers will demonstrate 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 points related to the role and functions of religion in society today and the relevance of the explanations from the perspectives to these. Points could include coping with crises, ceremonials, communal issues, coping with social change, power and authority or,
- coherent and accurate material from a range of perspectives and with concepts such as subordination, patriarchy, individuation, detraditionalisation and dedifferentiation understood and discussed or,
- detailed and/or referenced accounts of studies focused on the question set with concepts and/or ideological issues accurately explored and clearly understood.

**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, social class, religious belief and practice and their complexities made explicit.

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

- the ideological nature of many of the arguments;
- the influence of global factors and their relevance to the debates;
- greater understanding of the complexities of the relationship between religious functions, religious practices and social groups.

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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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**Total for this section: 60 marks**

7 Read **Item C** and answer parts (a) and (b) which follow.

- (a) Identify and briefly explain some of the reasons, **apart from** those referred to in **Item C**, why some argue that monetary aid could be harmful to Third World countries (**Item C**).

*(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 development 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 ways in which aid could be harmful. There will be no satisfactory explanation or,
- one reason will be identified but there will be no satisfactory explanation offered.

**Higher in the band** - limited success here will probably mean:

- one reason why aid could be harmful will be identified and some possible explanation offered or,
- two reasons 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 why aid could be harmful will be identified and some limited explanation that is generalised or is specific only to one way will be offered or,
- three reasons will be identified but with no satisfactory explanations offered.

**Higher in the band** - reasonable success here will probably mean:

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

Suitable reasons why aid could be harmful could be:

- it is exploitative;
- it induces corruption;
- it extends imperialism;
- much aid is tied;
- it is inefficient;
- it increases dependency;
- it prevents people helping themselves.

**Note:** **not** interest on debt cripples countries, or it is ineffective, or it is wasteful.

Suitable brief explanations could be:

- it is exploitative: it takes advantage of Third World countries' vulnerability – eg for testing drugs or passing off foodstuffs that would not meet regulations if sold in the First World;
- it extends imperialism: much aid comes with strings attached and is seen as a way in which powerful countries can continue to have influence over weaker and poorer countries.
- it induces corruption: the large sums of money involved with some forms of aid may provide temptation for some to steal or misappropriate the funds.

- (b) Briefly examine the ways in which ‘the cultures and values of many Third World countries’ might hinder their development (**Item C**, lines 5). (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 development 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 cultures or values 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 and/or arguments concerning cultures and values and their relevance to development. 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, interpretation, 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 a number of different values or examples of different aspects of culture. 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 the process of development and arguments possibly starting with Rostow and factors such as: the values placed on literacy, education, and tradition; attitudes towards technology and skills; the role of traditional religions; the influence of First World countries and imperialism; the desire for change; the risk of loss of

cultures; development indexes and economic bias (eg candidates may also consider measures such as the Quality of Life Index). Answers will identify and briefly analyse reasons or explanations for some of the points considered. There will be some explicit evaluation.

**Note:** however, not all of the points mentioned above are necessary, even for full marks.

**EITHER**

**8** 'The drive for industrialisation and the inevitable growth in urbanisation make it likely that protection of the environment will be a fairly low priority for most countries seeking to develop.'

Assess this view of the relationship between development and the environment. (40 marks)

**Knowledge and Understanding****20 marks**

Candidates are expected to explore the nature and extent of development and the choices and strategies faced by countries wishing to develop.

Some candidates may focus in a fairly timeless and stateless way on the increasing risks to the environment caused by development in general. However, better candidates will look to draw connections between the three elements in the question, namely industrialisation, urbanisation and the environment. In such answers the interconnectedness of factors and the inevitability of environmental damage may be considered and arguments explored. In answering this question, candidates may also refer to some of the following sources and/or relevant alternative ones: Rostow, Sklair, Hayter, Frank, Kennedy, Soros, Friedman, Roberts, Cohen, Roxborough, Foster-Carter, Kiely, Giddens, Harris, Jenkins.

**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 and the environment or,
- some flawed material from one or more 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 points related to developing countries and the environment or,
- some disjointed but basically accurate material from one or more of the perspectives but with relevance to the question left implicit or,
- a brief list of examples of environmental problems linked to 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:

- a more extensive list of points related to development, industrialisation and/or urbanisation with limited links to the question set or,
- outlines of one or two studies focused more on the topic area than the question set, possibly Rostow or Frank or,
- a more extensive list of environmental issues with links to 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:

- a more extensive list of points and empirical evidence related to development, industrialisation and/or urbanisation and the environment and with a limited theoretical structure or,
- 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,
- consideration of some different development strategies but with limited reference to the environment and with a 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 debates are understood. Candidates will display a clear understanding of the demands of the set question.

At this level possible answers might include:

- fuller and more accurate descriptions of points and empirical evidence related to development, industrialisation and/or urbanisation and the environment and with a limited theoretical structure or,
- more detailed descriptions of studies focused on the question set, but with a limited theoretical structure or,
- consideration of a range of development strategies and/or empirical examples of development and their consequences for the environment.

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

**Lower in the band**, candidates' answers will demonstrate 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 points related to development, industrialisation and/or urbanisation and the environment. There will be a clear theoretical structure or,
- coherent and accurate material from a range of perspectives and with concepts such as dependency, cultural hegemony, lumpen-proletariat, globalisation and organisations such as the IMF and World Bank and their relationship to development and the environment understood and discussed or,

- consideration of a range of development strategies and empirical examples of development and their consequences for the environment. Issues such as push-pull factors, the role of TNCs and aid, unemployment and eco-tourism and their relevance to the environment might be considered.

**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 strategies for development and their potential impacts on environmental concerns made explicit.

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

- the complexity of the processes of development;
- the ideological nature of many of the arguments;
- the complex nature of the influence of economic and political power on states and the process of globalisation.

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**OR**

**9** 'There is a growing cultural, political and economic inter-dependence between First and Third World countries.'

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

**Knowledge and Understanding**

**20 marks**

Candidates are expected to explore the nature of development in a global context.

Candidates may take the process of globalisation as a starting point, possibly linking this to one or more theoretical perspectives. More complex answers will take the elements from the question and examine the theoretical and empirical evidence for and against the premise in the question. Candidates may examine the role of nation states, world institutions such as the UN and private organisations such as TNCs in this process. In answering this question, candidates may also refer to some of the following sources and/or relevant alternative ones: Rostow, Frank, Sklair, Hayter, Giddens, Soros, Friedman, Ohmae, Chomsky, Hirst, Held & McGrew, Barraclough, Bell, Wallerstein, Robertson.

**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 which 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 points related to developing countries or,
- some disjointed but basically accurate material from one or more of the perspectives.

**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 Frank or,
- outlines of competing perspectives on development with relevance to the question left largely implicit or,
- undeveloped lists of evidence relating to economic development, culture and/or politics.

**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 developed lists of studies focused more on the topic area than the question set, possibly Wallerstein, Frank or Sklair and with the question left largely implicit or,
- timeless but broadly accurate descriptions of theories of development with an emerging explicit relevance to aspects of the question or,
- a more extensive list of evidence relating to economic development, cultural and/or political issues but with a 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 debates are 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 of development with some explicit linkage to the question and with a limited theoretical structure or,
- a more developed and balanced approach to perspectives on development with some explicit linkage to the question or,
- full and accurate descriptions of evidence relating to economic development, cultural and/or political issues with some links to theoretical arguments made explicit.

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

**Lower in the band**, candidates' answers will demonstrate 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 studies of development with the issues raised by the question accurately explored and clearly understood and with a clear theoretical structure or,
- coherent and accurate material from a range of perspectives on development clearly focused on the set question and linked to empirical evidence on globalisation or,
- full and accurate descriptions of evidence relating to economic development, cultural and political issues with concepts and terms such as globalisation, neo-imperialism, disembedding, reflexivity, time-space distantiation understood and discussed.

**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:

- greater understanding of the ideological nature of the arguments;
- greater understanding of the complexity of the issues and decision-making related to globalisation;
- greater understanding of the role of TNCs and world institutions in the processes discussed.

**ASSESSMENT GRIDS FOR UNIT 4 (SCY4)****Power and Politics (Data Response)**

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

**Power and Politics (Essays)**

Candidates answer **one** question.

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

**Religion (Data Response)**

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

**Religion (Essays)**

Candidates answer **one** question.

<b>ASSESSMENT OBJECTIVES</b>			
<b>Questions</b>	<b>AO1</b>	<b>AO2</b>	<b>Total</b>
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