



General Certificate of Education

Sociology 6191

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

Mark Scheme

2008 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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**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 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.

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, punctuation and grammar 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.

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

SECTION A: POWER AND POLITICS

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

Total for this section: 60 marks

1

- | | |
|---|------------------|
| (a) Identify and briefly explain some of the arguments and/or evidence against the view that elites exist in Britain today. | <i>(8 marks)</i> |
|---|------------------|

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 argument or piece of evidence 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 arguments or evidence on elites. There will be no satisfactory explanation or,
- one argument or piece of evidence will be identified but there will be no satisfactory explanation offered.

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

- one argument or piece of evidence will be identified and some possible explanation will be given or,
- two arguments or pieces of evidence 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 arguments or pieces of evidence against the view will be identified and some limited explanation that is generalised or is specific only to one way will be offered.
- three arguments or pieces of evidence will be identified but with no satisfactory explanations offered.

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

- two arguments or pieces of evidence against the view will be identified with brief and accurate explanations for each or,
- three or more arguments or pieces of evidence will be identified but a brief and accurate explanation will be offered for only one of them.

Suitable pieces of arguments or evidence relate to:

- we all now have the vote
- society is now more meritocratic
- anybody can become a celebrity
- more entrepreneurial opportunities

- there are more ways now for individuals to exercise power
- peoples' peers.

Suitable brief explanations could be:

- We all now have the vote: as all citizens in Britain now have the vote it is not possible for elites to take power as all have a say in decision-making.
- Society is now more meritocratic: getting on in society is now more due to talent and hard work than background or privilege, eg Richard Branson, Alan Sugar.
- Anybody can become a celebrity: the National Lottery and TV shows like Big Brother have enabled ordinary people to get celebrity and join the rich and famous. No one special group holds a monopoly of fame and celebrity.
- People's peers: it is possible for people from non-aristocratic backgrounds to be made peers and join the House of Lords.

- (b) Using material from **Item A** and elsewhere, briefly examine the view that the majority of people in Britain today do not have ‘any effective influence on political decision-making’ (**Item A**, lines 6 – 7). (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 voting or elites 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 decision-making may be identified, for instance relating to voting apathy or types of power, 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/or 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 decision-making and the uses and distribution of power. 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/or evaluation. Knowledge and understanding will be broader and/or deeper and will begin to identify a wider range of material.

There may be a tendency to present the material in a rather list-like manner, for example identifying types of power or empirical examples illustrating decisions that appeared to go against public opinion, such as on the war in Iraq. 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 will go beyond this and consider issues such as the relationship between the state and the majority and how this affects decision-making in society. Candidates may consider different types and sources of influence and/or power and different categories of decision or focus on the formal processes for the majority to contribute to decision-making and consider them in relation to “effective influence”. Alternative forms of action and influence open to the individual may also be considered eg pressure groups, direct action, etc. 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

2 'Political participation takes many forms in the world today, and is not just about voting in elections.'

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

(40 marks)

Knowledge and Understanding**20 marks**

Candidates are expected to consider various forms of political participation. More modest approaches are likely to focus on descriptions of studies on voting behaviour or simply to list various different forms of political participation, perhaps with brief descriptions. Better answers may consider different forms of political participation, such as party membership, pressure and interest group activity, new social movements and direct action. These may be evaluated in terms of effectiveness. Reasons for changes in participation may also be considered in better answers.

In considering these issues the following sources or other suitable alternative ones may be used: Zweig, Himmelweit, Rose & McAllister, Heath, Crewe, Gamble, Walby, Pateman, Lukes, Grant, Marsh, Hallsworth, Inglehart, Callinicos, Hirst, Giddens, Foucault, Mann, Norris, Baudrillard, Fraser, Cohen & Rai, Crook et al.

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 voting behaviour 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 voting behaviour or political participation 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 political participation or,
- some flawed material from theories on voting behaviour.

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 theories on political participation or,
- a brief list of points related to pressure group activity or,
- an account of changes related to voting behaviour 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 focused more on the topic area than the question set, possibly Crewe or Hallsworth or,
- a more extensive list of points or empirical evidence related to pressure group activity or,
- a more coherent and accurate account of changes in the nature of voting behaviour with relevance 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 a wider range of studies from the topic area with the question largely implicit or,
- a more extensive list of points and empirical evidence related to political participation but with a limited theoretical understanding or,
- coherent and broadly accurate material on recent political movements and direct action 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 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 political participation clearly focused on the set question or,
- full and accurate accounts of and/or evidence on political participation and effectiveness and with an emerging theoretical structure or,
- coherent and broadly accurate empirical evidence on recent political movements and direct action 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 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 accounts of studies and perspectives on political participation. Concepts will be clearly understood and applied to understanding political action in society today or,
- coherent and accurate material relating to accounts of and empirical evidence on political participation clearly linked to the question, possibly within the context of a wider debate on political and social change or,
- full and accurate accounts of recent political change including understanding of the complexity and problematic nature of political behaviour and with ideological issues accurately explored and clearly understood and their relevance to the question 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 political participation and effectiveness in society today made explicit.

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

- good understanding of the global nature of much political activity
- good understanding of the role of agencies such as the mass media in political activity
- good awareness of the difficulties in gauging the effectiveness of political action.

OR

3 'The role of the mass media is crucial in the political process today.'

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

(40 marks)

Knowledge and Understanding

20 marks

Candidates are expected to consider the role and functions of the mass media in the political process. More modest approaches are likely to focus on political parties and elections and discuss campaigns and factors involved in achieving success, such as the party image, election broadcasts and so on. Better answers may consider a wider range of organisations including, for instance, pressure and interest groups and new social movements. They may discuss a broader range of activities, possibly in a more global context. Such answers may discriminate between different forms of media output and consider, for instance, how the internet has affected politics in the contemporary world.

In considering these issues the following sources or other suitable alternative ones may be used: Giddens, Sarlvick & Crewe, Himmelweit, Butler & Stokes, Baudrillard, Gamble, Willetts, Hutton, Cohen & Rai, Hirst, Negrine, Callinicos, Gramsci, Hallsworth, Curran, Franklin.

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 mass media 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 politics and/or political parties 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 election campaigns or pressure groups or,
- some flawed material from theories of the mass media.

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 role of the mass media or,
- a disjointed but basically accurate list of material on election campaigns or,
- a brief list of different theoretical perspectives but with their relationship 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 focused more on the topic area than the question set, possibly Giddens or Crewe or,
- a more extensive list of factors related to the role and/or functions of the mass media or on recent election campaigns or,
- more coherent and accurate material from different theoretical perspectives and their relationship to the role of the mass media in the political process with the question left 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 Crewe, Baudrillard or Giddens and with the question largely implicit or,
- a more extensive list of factors related to the role and/or functions of the mass media in the political process in relation to political parties and/or pressure groups 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 role of the mass media in the political process.

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 related to political organisations and their relationships with the mass media and with a clear theoretical structure or,
- coherent and broadly accurate material from two or more perspectives and with more development on the role of the mass media in the political process.

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:

- 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,
- full, accurate and wider descriptions of factors related to political organisations and their relationships with the mass media. Answers will show a clear theoretical structure or,
- coherent and accurate material on a range of competing theoretical perspectives with their relationship to the role of the mass media in the political process 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 power and influence in modern politics made explicit.

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

- greater understanding of the global nature of much of politics today
- greater understanding of ideological issues and their complexity
- greater understanding of the complexity of political processes and decision-making today and the role of the mass media in those processes.

SECTION B: RELIGION

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

Total for this section: 60 marks

4

- (a) Identify and briefly explain some of the arguments and evidence for the view that Britain is less religious now than it was in the past (**Item B**). (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 argument and/or piece of evidence 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 arguments and/or pieces of evidence. There will be no satisfactory explanation or,
- one argument and/or piece of evidence will be identified but there will be no satisfactory explanation offered.

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

- one argument and/or piece of evidence will be identified and some possible explanation will be given or,
- two arguments and/or pieces of evidence 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 arguments and/or pieces of evidence will be identified and some limited explanation that is generalised or is specific only to one way will be offered.
- three arguments and/or pieces of evidence will be identified but with no satisfactory explanations offered.

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

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

Suitable arguments and/or pieces of evidence could relate to:

- fewer people going to church services
- loss of status of ministers
- loss of status of traditional churches
- fewer baptisms
- loss of political power and influence by traditional churches
- fewer church weddings.

Suitable brief explanations could be:

- Fewer people going to church services: various statistics, such as opinion poll evidence and congregation census data, show that fewer people are attending traditional church services today than in the past.
- Loss of status of ministers: it is argued that ministers of the church have lost status within the community as churches have declined and functions have been taken over by the state.
- Loss of status of traditional churches: the traditional churches have lost status as society has become more rational, more scientific and less spiritual.

- (b) Using material from **Item B** and elsewhere, briefly examine the view that there is ‘a great deal of religious and spiritual activity in society today’ (**Item B**, line 9). (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 religious belief 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 points related to 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/or 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 two or three points illustrating religious activity. 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/or evaluation. Knowledge and understanding will be broader and/or deeper and will begin to identify a wider range of material.

There may be a tendency to present the material in a rather list-like manner, for example identifying different forms of religious activity or groups. 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 evidence on religious belief and/or participation 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 will go beyond this, and consider issues such as the changing nature of religious belief and participation, for instance considering the role of NRMs, the growth of fundamentalism, private worship, etc. Candidates may approach the question by considering different religious groups and their relationship to spiritual needs in a multicultural society. Alternatively, different kinds of evidence and different arguments, for instance from functionalist or post-modernist sources, may be considered. Evidence from countries other than Britain may feature in some better answers. 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

- 5** 'The relationship between religious beliefs, religious organisations and different social groups is complex and diverse. Different groups have different needs and priorities.'

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 the relationships between different social groups and religious belief and practice. In doing this many candidates may consider the changing nature of religious belief and affiliation, the difficulties of measuring these and the changing nature of society today.

The different roles played by religion in the lives of and meeting the needs of different groups, such as those based on gender, age and ethnicity will be explored. Issues and concepts that may be considered may include secularisation, migration, multiculturalism, fundamentalism, structural and social differentiation, disenchantment, the growth of NRMs and so on. The theoretical context for answers may include material from a range of perspectives, including functionalist, Marxist, feminist and post-modernist.

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, 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 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 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 religion and different social groups or,
- some flawed material from one of the perspectives on 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 religious organisations and/or participation or,
- a brief list of examples of different social groups linked to religious organisations
- some disjointed, basically accurate material from one of the perspectives on religion which is presented without reference to the differences between and within societies over time.

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 Wallis, with the answer focused more on the topic area than the question set or,
- a more extensive list of points related to religious participation and different social groups or,
- more coherent and accurate material from one or more of the perspectives, but with limited focus on the question set.

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, with the question still largely implicit or,
- a more extensive list of points related to religious participation and different social groups 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.

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 factors related to religious participation and different social groups and with a clear theoretical structure or,
- coherent and broadly accurate material from two or more of the perspectives, and with more empirical development 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 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:

- 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.
- 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, coping with social change, etc. There will be a clear theoretical structure.

- coherent and accurate material from a range of perspectives, linked to empirical evidence on factors such as religious belief and participation, fundamentalism, individuation, gender, social class and migration. Issues will be discussed 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 detailed and the understanding of the debates and their 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 post-modernist views on religious beliefs in contemporary society and their relevance to different social groups
- greater understanding of the complexity of the links between religious beliefs, political thoughts and other social movements.

OR

- | |
|--|
| <p>6 Evaluate the view that new cults and sects are replacing traditional religions as the means for experiencing and expressing religious belief in the world today. (40 marks)</p> |
|--|

Knowledge and Understanding

20 marks

<p>Candidates are expected to consider the nature of religious belief today and ways of experiencing and expressing such belief. For many candidates this may lead to a consideration of different sects and cults or of secularisation and the evidence for and against in the context of general social change, probably focused on Britain. Better answers may explore the issues in a wider, global context and give consideration to the roles played by traditional religions alongside newer organisations. Post-modernist views may also figure strongly in some answers. In considering these issues the following sources or other suitable alternative ones may be used: Marx, Engels, Durkheim, Malinowski, Weber, Wilson, Wallis, Troeltsch, Parsons, de Beauvoir, Armstrong, Holm, Wright, Watson, Bruce, Barker, Lyon, Giddens, Bauman, Heelas, Davie, El Saadawi, Stark & Bainbridge, Drane, Beyer, Armstrong, Beckford.</p>
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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 in general 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 sects and/or cults. 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:

- isolated points on sects and/or cults 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 social change and religious practice or,
- some disjointed but basically accurate material from one of the perspectives or,
- a brief list of examples of sects and cults with 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 Troeltsch, Wallis or Barker, 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 without reference to the differences between and within societies over time or,
- a more extensive list of examples of sects and cults in society today with linkage to the question left 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, for instance a consideration of typologies of sects, and with the question largely implicit or,
- coherent and broadly accurate material from two or more perspectives, but with only limited development on the changing nature of religious belief and practice in society today
- a more extensive list of examples of different sects and cults 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 religious belief and practice in society today.
- fuller and more accurate descriptions of examples of sects, cults and other religious and/or spiritual movements 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 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:

- detailed and/or referenced accounts of studies focused on the question set with concepts and/or ideological issues accurately explored and clearly understood
- coherent and accurate material from a range of perspectives and with relevant concepts such as individuation, disenchantment, desacrilisation, particularism and universalism clearly understood and discussed or,
- increasingly full, accurate and wider descriptions of factors related to different sects, cults and other religious and/or spiritual organisations, with a clear theoretical structure and clearly focused 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 more detailed and the understanding of the debates on how people experience and express their religious beliefs and the complexities of these processes made explicit.

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

- greater understanding of the complexity of the evidence available on religious belief and practice and of the difficulty in interpreting it
- good understanding of relevant issues and evidence from a global perspective
- greater understanding of relevant political and ideological factors in the debates.

SECTION C: WORLD SOCIOLOGY

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

Total for this section: 60 marks

7

- (a) Identify and briefly explain some of the features of globalisation **apart from** those mentioned in **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 feature 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 features of globalisation. 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 will be identified and some possible explanation offered 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 will be identified and some limited explanation that is generalised or is specific only to one way will be offered
- three features will be identified but with no satisfactory explanations offered.

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

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

Suitable features could be:

- global economic production
- global imagery & advertising – global brands
- political globalisation
- cultural spread
- the internet & global communications
- compression of time and space.

Note: **not** global finance; global sport; global travel.

Suitable brief explanations could be:

- Global economic production: TNCs have diversified global production to take advantage of cheap labour around the world.
- Global imagery & advertising: companies now market and sell according to global brands, for instance the image of David Beckham has been a major brand for Manchester United and Real Madrid.
- Political globalisation: issues such as the 'global war on terrorism' have ignored state boundaries and required global strategies and responses.

- (b) Using material from **Item C** and elsewhere, briefly examine the view that globalisation has had very few positive effects on development (**Item C**). (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 global 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 points related to the effects of globalisation 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/or 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 two or three pieces of evidence and/or arguments concerning the nature or extent of globalisation. 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/or evaluation. Knowledge and understanding will be broader and/or deeper and will begin to identify a wider range of material.

There may be a tendency to present the material in a rather list-like manner, for example identifying negative effects of globalisation, such as the exploitation of countries and individuals, loss of manufacturing jobs in developed countries, too much power being put in the hands of TNCs, lack of accountability and the comparative failure of some wider political attempts at cooperation. 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 will go beyond this, possibly to consider a range of factors and/or arguments concerning the nature and progress of globalisation and development. These may include the nature of capitalist enterprises, the power of nation states, the role of TNCs, the effects on developing countries and their populations, effects in developed countries, accountability factors, and the role of the internet and so on. 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

8 'To eliminate poverty there must be increased cooperation between the rich and poor countries.'

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

Knowledge and Understanding**20 marks**

Candidates are expected to explore strategies for eliminating poverty in a global context and to explore the relationships between developing and developed countries. Many candidates may see this question as yet another opportunity to compare models of development, probably based on modernisation and dependency. Better answers may come from those who explore different strategies and their effects within the relationships between countries. Some candidates may challenge the premise of the question in terms of global relativities and probable future development within globalisation. Aid and/or trade relations may be explored.

In answering this question, candidates may also refer to some of the following sources and/or relevant alternative ones: Rostow, Foster-Carter, Barrowclough, Sklair, Hayter, Frank, Kennedy, Soros, Sachs, Friedman, Roberts, Cohen, Roxborough, Kiely, Giddens, Harris, Jenkins, Chomsky, Legge & Kirby.

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 poverty 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 poverty 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 strategies for development and/or poverty 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 trade and/or aid relationships with the question left largely 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:

- a more extensive list of points related to strategies for development and/or poverty 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 Hayter or Rostow or,
- a more a more extensive list of examples of trade and/or aid relationships with limited links to the question.

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 strategies for development and poverty and with a limited theoretical structure or,
- more detailed descriptions of studies focused more on the topic area than the question set, with the question largely implicit or,
- consideration of some examples or case studies illustrating development and/or trade and aid relationships 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:

- fuller and more accurate descriptions of points and empirical evidence related to development strategies 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 examples or case studies illustrating development and/or trade and aid relationships and with a clear 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 full, accurate and wider descriptions of points and empirical evidence related to strategies for development. These may include import substitution, export-led development and other strategies. There will be a clear theoretical structure or,
- coherent and accurate material from a range of perspectives and with terms, organisations and concepts such as global stratification, the World Bank, dependency, Fairtrade, GDP and GNP etc, and their relationship to development and under-development understood and discussed or,
- consideration of a range of examples or case studies illustrating development and trade and aid relationships with their implications for the question and world poverty made explicit. There will be a clear 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 more detailed and the understanding of the debates on the nature of development and how it should be measured made explicit.

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

- greater awareness of the complexities of the interrelationships between countries and their effects eg the impact on poverty in rich countries
- greater understanding of the reasons for and implications of debt relationships between poor and rich countries
- awareness of some the political issues that form a backdrop to many social and humanitarian actions in the relationships between rich and poor countries.

OR

9	Assess the view that development inevitably leads to damage to the environment.	(40 marks)
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Knowledge and Understanding

20 marks

Candidates are expected to explore the nature and extent of development and the implications of some of the decisions and actions taken by countries when developing. Some candidates may focus, without reference to the differences between and within societies over time, on the increasing risks to the environment caused by development in general. However, better candidates are likely to focus on inevitability and consider alternative paths to and actions within the process of development and their impact on the natural and/or social environment. In such answers the interconnectedness of such actions 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, Martell, Meadows, Dobson.

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 and/or the environment 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 and/or the environment 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 environmental damage 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 points related to development issues 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 issues or,
- outlines of one or two studies or perspectives focused more on the topic area than the question set, probably Rostow or Frank or,
- a more extensive list of environmental issues linked 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 issues and with a limited theoretical structure or,
- more developed lists of studies focused more on the topic area than the question set, 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 or examples relating to the environment and development 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 debate is 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 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 issues and 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 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 points and empirical evidence related to development and the natural and/or social environment. There will be a clear theoretical structure or,
- coherent and accurate material from a range of perspectives and with concepts such as dependency, globalisation cultural hegemony, and organisations such as NGOs, 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 and urbanisation, the role of TNCs, unemployment, eco-tourism, carbon footprints 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 detailed and the understanding of the debates and their complexities made explicit.

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

- greater understanding and consideration of the issues in terms of developed as well as developing nations
- greater awareness of political aspects of the questions and issues of power
- greater understanding of complexities in the process of development and awareness that few aspects are simple or straightforward.

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

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

Power and Politics (Essays)

Candidates answer **one** question.

	ASSESSMENT OBJECTIVES		
Questions	AO1	AO2	Total
2	20	20	40
3	20	20	40
Total	20	20	40

Religion (Data Response)

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

Religion (Essays)

Candidates answer **one** question.

	ASSESSMENT OBJECTIVES		
Questions	AO1	AO2	Total
5	20	20	40
6	20	20	40
Total	20	20	40

World Sociology (Data Response)

	ASSESSMENT OBJECTIVES		
Questions	AO1	AO2	Total
7 a	0	8	8
7 b	4	8	12
Total	4	16	20

World Sociology (Essays)

Candidates answer **one** question.

	ASSESSMENT OBJECTIVES		
Questions	AO1	AO2	Total
8	20	20	40
9	20	20	40
Total	20	20	40