



GCE A LEVEL MARKING SCHEME

SUMMER 2025

**A LEVEL
SOCIOLOGY – COMPONENT 3
A200U30-1**

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

EDUQAS GCE A LEVEL SOCIOLOGY
COMPONENT 3 – POWER AND STRATIFICATION
SUMMER 2025 MARK SCHEME

Section A

Compulsory question

- 1.1 Social class inequalities exist in the contemporary UK. Identify two areas of social life where these might be found. Illustrate your answer with reference to supporting evidence for each area identified.

[20]

Answers should identify two areas of social life. For both areas answers should use appropriate evidence; official statistics and sociological research. The evidence cited should clearly demonstrate the inequality in the question. The AO2 marks will reflect selection of appropriate evidence. For band 4 AO1 there should be more than one piece of evidence cited for each area identified.

Indicative content

Reference should be made to social classes.

Reference may be made to theories such as Marxism, Weberianism, postmodernism and the New Right.

The focus should be on inequalities, not differences.

- Reference may be made to the demography of the UK in relation to social classes according to the ONS and how this might impact on inequalities
- Reference may be made to social class inequalities according to geographic area
- The exacerbation of social class inequalities linked to gender and ethnicity
- The Unequal Nation Report

Work:

- Employee class gap linked to study by BBC
- In working-class areas with high unemployment young people excluded from mainstream society, linked to work of McDonald and Marsh. They lack status and power
- Marmot Review based on the civil service.
- Opportunities in rural areas for young people who are poor, linked to the work of Midgely and Bradshaw.

Health:

- Patterns of social class inequalities in relation to health and illness based on ONS data
- Reports such as Black Report (1980), Acheson Report (1998) and Marmot Review (2010) may be referred to
- Annual Health Survey for England
- Health care costs and social care
- Health inequalities and social class based on the findings of the Marmot Review

- The work of Doyal and Pennell may be used and the link between material factors and ill health including diet and general living conditions and lifestyles.
- Health Select Committee Report on Inequalities linked to social class
- Children born into poverty are more likely to die at birth or go on child protection registers, linked to the work of Howard.

Crime and Deviance

- Social class linked to arrests and subsequent numbers of prisoners based on data from the ONS
- The work of Chambliss may be used and also that of Hall, Walklate and Heidensohn
- Social class inequalities in relation to victimisation and to stop and search
- Capitalism and criminality linked to the work of Bonger and also to that of Hall
- The work of Gordon, Snider and Croall may also be used in relation to social class and crime.

Education

- Patterns of achievements linked to social class inequalities with reference to data from DFE and ONS
- Social class inequalities linked to achievement and to material and cultural differences. The work of Howard and Tanner may be referred to
- Research of Archer, Fuller and Mirza may be used in terms of intersectionality of class and other social factors
- Educational inequalities linked to the work of Smith and Noble
- Reference may be made to skilled choosers and the work of Gewirtz
- Cultural capital, linked to the work of Bourdieu, may be used.

Other areas/aspects of social life may be used such as the media.

Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a
4	12-14 marks Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/question	6 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/concepts/ evidence. These are applied and interpreted in the context of the debate/question
3	8-11 marks Answers demonstrate some knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/question	4-5 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/concepts/ evidence, some of which are applied and interpreted in the context of the debate/question
2	4-7 marks Answers demonstrate basic knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/question	2-3 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/concepts/ evidence in the context of the debate/question
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/question	1 mark Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/concepts/ evidence in the context of the debate/question
	0 marks NRSP	0 marks NRSP

1.2 Assess New Right explanations of social inequalities in the contemporary UK. [40]

Answers will make judgements of the sociological concept, theory or sociological debate. The answer will focus on the debate in the question. Credit will be given to the effective use of supporting sociological evidence/theories and concepts. Where answers demonstrate all abilities to the highest standard then they will be consistent with Band 4. Answers demonstrating knowledge but fewer skills of assessment, judgement and evaluation may achieve Band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

- Expect to see assessment of New Right explanations of social inequalities
- Expect reference to a range of social inequalities

Expect to see some of the following:

- Detailed exposition of New Right explanations of social inequalities
- They argue the state exacerbates social inequalities when they interfere
- Saunders and others argue equality of outcome is not desirable
- The decline of the nuclear family has led to social inequalities. Linked to the work of Saunders
- The decline of the traditional family and the growth of family diversity are the cause of many social inequalities such as higher crime amongst the underclass. Children are poorly socialised. Linked to the work of Murray
- Reference to the growth of an underclass that is dependent on welfare seeing it as a way of life and creating a dependency culture and an underclass of lone mothers, undisciplined children and irresponsible fathers who abandon their families in the knowledge that the welfare state will look after them. This is likely to be linked to the work of Murray
- Crime and deviance occur as a result of poor socialisation - Murray
- The work of Spencer. Inequalities are good for society it makes the poor work harder
- The New Right blames the individual for their own poverty
- Fatalism of the poor regarding social inequalities linked to the work of Lewis and Sugarman
- The recent British Social Attitudes Survey says over 62% of people believe welfare benefits are too high
- The work of O'Brian and Jencks might also be used
- Like functionalists, the New Right believe social inequalities are essential for society. Reference to the work of Durkheim and Parsons may be made.

Expect to see specific criticisms/evaluation of all points raised.

Evaluation will be sustained throughout in relation to the different explanations used.

- The New Right ignore social inequalities of class, gender and ethnicity
- Individuals operate in a social context. Linked to work of feminists and of Marxists
- Gallie argues that the unemployed have a strong work ethic
- Reference to the work of MacDonald and Marsh on disconnected youth
- Marxist and neo-Marxist explanations of social inequalities argue that social inequalities are linked to capitalism. The work of Bonger may be referred to
- The work of Bourdieu, maybe that of Gramsci or Althusser may be used
- The work of Bowles and Gintis might be used and that of Davis and Moore in terms of sifting and sorting
- The work of feminists such as Greer, Benston and other feminists may be used. Inequalities are linked to gender.

Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 strands 1-3
4	12-14 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	12-14 marks Answers demonstrate detailed, accurate and relevant selection of appropriate sociological theories/concepts/ evidence. These are applied and interpreted in the context of the debate/ question	10-12 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/ evidence examined
3	8-11 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	8-11 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/evidence, some of which are applied and interpreted in the context of the debate/question	7-9 marks Answers demonstrate some well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/concepts/ evidence examined
2	4-7 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	4-7 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/ question	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	1-3 marks Answers demonstrate limited ability to select and/or interpret and/or apply sociological theories/ concepts/ evidence in the context of the debate/ question	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined
	0 marks NRSP	0 marks NRSP	0 marks NRSP

- 1.3 Discuss the view that class, status and power are major sources of social inequalities in the contemporary UK. [40]

Answers will make judgements of the sociological concept, theory, or sociological debate. The answer will focus on the debate in the question. Credit will be given to the effective use of supporting sociological evidence/theories and concepts. Where answers demonstrate all abilities to the highest standard then they will be consistent with Band 4. Answers demonstrating knowledge but fewer skills of assessment, judgement and evaluation may achieve Band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

- There should be a clear exposition of class, status and power as a major source of social inequalities.
- Reference should be made to 'major source'.

Expect to see some of the following:

- Links to Weber, Weberianism and neo-Weberianism
- Detailed exposition of what is meant by class, status and power
- Class linked to a person's economic position in the market, based on birth and individual achievement. Status is a person's social prestige, which may or may not be influenced by class. Power is a person's ability to get their own way in relation to others
- The work of Goldthorpe may be referred to as well as that of Goldthorpe and Heath
- Reference might be made to the work of Barron and Norris and the primary and secondary labour markets
- The work of Runciman on class classification
- The work of Giddens would support the view and that of Bottero.

Expect to see specific criticisms/evaluation of all points raised.

Evaluation will be sustained throughout in relation to the different explanations used.

- Marxist ideas such as those of social class. Reference to the work of Althusser and the notion of the base and superstructure
- Ideas of Bourdieu, Sullivan or Reay and cultural capital
- Feminist explanations. They argue gender is the most important inequality. Greer and Walby may be used
- Postmodernist ideas such as those of Beck and of Waters
- The notion of fragmentation
- Reference may be made to the notion that class, status and power as concepts are blurred
- People may belong to different social groups and consequently their status might vary according to the particular group
- The suggestion that ethnicity is the main source of social inequalities - linked to housing, education and employment and the work of Salway on health.

Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 strands 1-3
4	12-14 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	12-14 marks Answers demonstrate detailed, accurate and relevant selection of appropriate sociological theories/concepts/ evidence. These are applied and interpreted in the context of the debate/ question	10-12 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/ evidence examined
3	8-11 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	8-11 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/concepts/ evidence, some of which are applied and interpreted in the context of the debate/ question	7-9 marks Answers demonstrate some well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined
2	4-7 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	4-7 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/concepts/ evidence in the context of the debate/question	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/ concepts/evidence examined
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	1-3 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/evidence in the context of the debate/ question	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/ concepts/evidence examined
	0 marks NRSP	0 marks NRSP	0 marks NRSP

Option 1 Crime and Deviance

- 2.1 Explain why some sociologists argue institutional racism is a major factor in the treatment of different ethnic groups by the police. Illustrate your answer with sociological evidence. [20]

This question requires an explanation of a sociological view. The view should be identified and there should be detailed accurate points of knowledge for AO1 band 4. There should be a good coverage of sociological language and reference be made to at least two writers/evidence. For AO2 band 4 the points made should be explained in the context of the question.

Indicative content

- There is likely to be reference to what is meant by institutional racism, that is the processes and practices of an organisation, in this case the police
- The various definitions cited by David Mason may be referred to
- The example of Stephen Lawrence and the subsequent Macpherson Report may be used
- The Casey Review may be referred to
- The work of Chambliss and of Cicourel are likely to be used
- The work of Hall on stop and search may be used
- The Lammy Review may be referred to
- Evaluation is not required and does not attract any marks.

Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a
4	10-12 marks Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/question	7-8 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/question
3	7-9 marks Answers demonstrate some knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/question	5-6 marks Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/concepts/ evidence in the context of the debate/ question
2	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/question	3-4 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/concepts/ evidence in the context of the debate/ question
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/question	1-2 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/concepts/ evidence in the context of the debate/ question.
	0 marks NRSP	0 marks NRSP

2.2 Assess sociological explanations of the relationship between gender and crime and deviance. [40]

Answers will make judgements of the sociological concept, theory or sociological debate. The answer will focus on the debate in the question. Credit will be given to the effective use of supporting sociological evidence/theories and concepts. Where answers demonstrate all abilities to the highest standard then they will be consistent with Band 4. Answers demonstrating knowledge but fewer skills of assessment, judgement and evaluation may achieve Band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

- Expect to see a clear exposition of different sociological explanations of crime and deviance in relation to gender.
- There should be reference to crime and to deviance.
- Expect to see reference to concepts such as gender, patriarchy and social control.
- This is an open question therefore marks should be awarded accordingly.

Expect to see some of the following:

- Detailed sociological explanations such as those of hegemonic masculinity and sex role theory
- There may be detailed exposition of feminist explanations of crime and deviance
- Some statistical data could be expected
- Expect a range of feminist explanations such as sex role theory
- Notion of patriarchy. The male dominance within society
- Socialisation and control of girls in society linked to the work of Smart and how often girls are controlled in terms of going out in society, especially on their own
- Examples highlighted by the media may be used
- Control of women - reference to cases such as Sarah Everard
- Experiences of women in the criminal justice system (CJS) who are seen as doubly deviant linked to the work of Smart
- The work of Adler may be referred to and the rise in female criminal behaviour, compared to male crime, as a result of liberation and increased opportunities
- The work of Jackson and laddish behaviour of girls. Supported by the work of Denscombe
- Domestic violence linked to the work of Hanmer and Saunders and of Stanko
- The work of Walklate may be used in relation to domestic violence.

Expect to see specific criticisms/evaluation of all points raised.

Evaluation will be sustained throughout in relation to the different explanations used.

- Functionalists' views of crime and deviance somewhat dated
- Sex attacks against women are less frequent than attacks against men. Role of the media in scaremongering
- An assessment may be from Marxists such as Hebdige and other sociologists from the CCCS (Centre for Contemporary Cultural Studies)
- Evaluation of control theory by Carlen and the notion of the class and gender deal
- Statistics show the rise in criminal and deviant behaviour by women and girls is not as great as Adler argues
- The work of Chesney-Lind who argues criminal behaviour by women is not a result of liberation but of social and economic necessity. Middle-class women more influenced by liberation. Working-class women affected by cost-of-living crisis
- Reference to the double standards between men and women.

Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 strands 1-3
4	12-14 marks Answers demonstrate detailed knowledge and understanding of sociological theories / concepts / evidence relating to the context of the debate / question	12-14 marks Answers demonstrate detailed, accurate and relevant selection of appropriate sociological theories / concepts / evidence. These are applied and interpreted in the context of the debate / question	10-12 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories / concepts / evidence examined
3	8-11 marks Answers demonstrate some knowledge and understanding of sociological theories / concepts / evidence relating to the context of the debate / question	8-11 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories / concepts / evidence, some of which are applied and interpreted in the context of the debate / question	7-9 marks Answers demonstrate some well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories / concepts / evidence examined
2	4-7 marks Answers demonstrate basic knowledge and understanding of sociological theories / concepts / evidence relating to the context of the debate / question	4-7 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories / concepts / evidence in the context of the debate / question	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories / concepts / evidence examined
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories / concepts / evidence relating to the context of the debate / question	1-3 marks Answers demonstrate limited ability to select and / or interpret and / or apply sociological theories / concepts / evidence in the context of the debate / question	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories / concepts / evidence examined
	0 marks NRSP	0 marks NRSP	0 marks NRSP

2.3 Discuss the view that criminal and deviant behaviours are functional for society. [40]

Answers will make judgements of the sociological concept, theory or sociological debate. The answer will focus on the debate in the question. Credit will be given to the effective use of supporting sociological evidence/theories and concepts. Where answers demonstrate all abilities to the highest standard then they will be consistent with Band 4. Answers demonstrating knowledge but fewer skills of assessment, judgement and evaluation may achieve Band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

- Expect to see a clear definition of functionalism in relation to crime and deviance.
- Expect reference to ways in which crime and deviance are functional for society.

Expect to see some of the following:

- A clear exposition of crime and deviance linked to functionalism
- The work of Durkheim is likely to be used. Some crime and deviance is inevitable and necessary
- Reference to anomie and to socialisation. A small amount of crime and deviance can help to prevent normlessness. Without it, social stability may be threatened
- Social solidarity is assisted by concerns of members of society about criminal behaviour
- The work of Parsons is likely to be referred to. This will be linked to primary socialisation
- The work of Davis and the way deviance acts as a safety valve. His example of prostitution may be cited
- The work of Merton and strain theory may be used.

Expect to see specific criticisms/evaluation of all points raised.

Evaluation will be sustained throughout in relation to the different explanations used.

- Evaluation may be from Marxism and interactionism
- Marxists argue economic and social inequalities affect crime and deviance and that crime and deviance are not functional
- Criticisms of functionalists in relation to why criminal and deviant behaviour occurs
- Crime and deviance not functional for women. Linked to notions of domestic violence and stalking – usually perpetrated against women. Linked to the work of Heidensohn and social control
- Reference might be made to Marxist subcultural theorists such as Cohen
- The work of Katz and of Lyng may also be used
- The work of the left realists such as Young could be used. Reference to deprivation, subcultures and marginalisation.

Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 strands 1-3)
4	12-14 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	12-14 marks Answers demonstrate detailed, accurate and relevant selection of appropriate sociological theories/concepts/ evidence. These are applied and interpreted in the context of the debate/ question	10-12 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/ evidence examined
3	8-11 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	8-11 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/evidence, some of which are applied and interpreted in the context of the debate/question	7-9 marks Answers demonstrate some well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined
2	4-7 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	4-7 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/ question	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	1-3 marks Answers demonstrate limited ability to select and/or interpret and/or apply sociological theories/ concepts/ evidence in the context of the debate/ question	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined
	0 marks NRSP	0 marks NRSP	0 marks NRSP

Option 2 Health and Disability

- 3.1 Explain why some sociologists suggest that inequalities of health and illness are linked to ethnicity. Illustrate your answer with sociological evidence. [20]

This question requires an explanation of a sociological view. The view should be identified and there should be detailed accurate points of knowledge for AO1 band 4. There should be a good coverage of sociological language and reference be made to at least two writers/evidence. For AO2 band 4 the points made should be explained in the context of the question.

Indicative content

- Expect to see references to health and illness linked to ethnicity
- Reference might be made to the Marmot Review
- Salway's research might be used
- The work of Gill on mortality amongst different groups. Data on diabetes might be used
- The work of Amin and unemployment data
- Evidence from Sproston and Mindell
- Work of Karlsen and Nazroo
- Report findings from the Black Report onwards

- Evaluation is not required and will attract no marks.

Any other relevant point.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>
4	10-12 marks Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question	7-8 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/question
3	7-9 marks Answers demonstrate some knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question	5-6 marks Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/ question
2	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question	3-4 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/question
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question	1-2 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/concepts/evidence in the context of the debate/question
	0 marks NRSP	0 marks NRSP

Either

3.2 Assess material factors as an explanation of health inequalities. [40]

Answers will make judgements of the sociological concept, theory or sociological debate. The answer will focus on the debate in the question. Credit will be given to the effective use of supporting sociological evidence/theories and concepts. Where answers demonstrate all abilities to the highest standard then they will be consistent with Band 4. Answers demonstrating knowledge but fewer skills of assessment, judgement and evaluation may achieve Band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

Extensive reference to material factors linked to health inequalities will be evident.

- Clear exposition of what is meant by material factors linked to health and illness
Material factors linked to poverty.
- Health inequalities due to differences in norms and values, lifestyles and behaviour linked to the work of Annandale and Field
- Marmot Review and lifestyles of lower social classes and previous reports such as Black Report, Acheson and Health Survey for England
- Risky behaviours by males - Katz, Lyng and others
- The work of Perren may be cited regarding men living alone
- The work of Nettleton linked to life expectancy of the poorest members of society and their susceptibility to major illnesses as a result of material factors
- Shaw and Davey Smith and the link to regional areas of deprivation
- Graham and working-class women who smoke
- Material factors such as housing, diet and working conditions. Linked to the work of Martin and of Lobstein
- Reference may be made to the access by the poor to out-of-town cheaper food sources and the work of Wrigley
- The work of Popay and Bartley could be used
- Doyal and Doyal and Pennell. The link to Marxism and the living conditions of the poor linked to capitalism
- Arber and Thomas – working-class women who are single parents are likely to be poor with the attendant health problems that accompany poverty
- Life chances linked to Weberianism
- Some people have less choice than others to choose a healthy lifestyle. Reference may be made to the cost-of-living crisis in the early 2020s

Expect to see specific criticisms/evaluation of all points raised.

Evaluation will be sustained throughout in relation to the different explanations used.

- Evaluation using cultural, behavioural, artefact and social selection explanations
- Cultural explanations tend to be victim blaming. Argue working-class tend to be fatalistic
- Annandale and Field's work may be used to support the above
- Bartley - working classes more likely to engage in risky behaviours
- Batty and Deary and the view that health is not entirely based on material factors
- Evaluation from feminists such as Oakley and Roberts
- Statistical data is not always valid.

Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 strands 1-3
4	12-14 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question	12-14 marks Answers demonstrate detailed, accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. These are applied and interpreted in the context of the debate/ question	10-12 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgments and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/ evidence examined
3	8-11 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	8-11 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/ evidence, some of which are applied and interpreted in the context of the debate/question	7-9 marks Answers demonstrate some well organised and logical arguments. Judgments and conclusions offered will show some evaluation of the relevant theories/ concepts/ evidence examined
2	4-7 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question	4-7 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/ question	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/ concepts/ evidence examined
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	1-3 marks Answers demonstrate limited ability to select and/or interpret and/or apply sociological theories/ concepts/evidence in the context of the debate/ question	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/ concepts/ evidence examined
	0 marks NRSP	0 marks NRSP	0 marks NRSP

Or

3.3 Discuss the view that health and illness are socially constructed. [40]

Answers will make judgements of the sociological concept, theory or sociological debate. The answer will focus on the debate in the question. Credit will be given to the effective use of supporting sociological evidence/theories and concepts. Where answers demonstrate all abilities to the highest standard then they will be consistent with Band 4. Answers demonstrating knowledge but fewer skills of assessment, judgement and evaluation may achieve Band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

Expect to see detailed discussion of the view that health and illness are socially constructed.

Expect to see some of the following:

- Actions are interpreted through the meanings people give them as applied to health and illness
- Health and illness mean different things to different people
- Relative concepts linked to the work of Taylor
- May be linked to the work of Blaxter on midwives. Individuals have many different definitions
- Health and illness socially constructed according to class and age
- The work of Williams on the elderly may be used
- Positive and negative interpretations of health and illness according to social class
- The work of Pill and Scott would be relevant
- Other theories such as Marxists, including the work of Navarro. He argues one way the ruling class maintain their power and control in a capitalist society is through the medical professions, however the general public has been losing trust in doctors.

Expect to see specific criticisms/evaluation of all points raised.

Evaluation will be sustained throughout in relation to the different explanations used.

- Reference is likely to be made to the way the biomedical model dominates health provision including diagnosis, treatment and research
- Reference may be made to Dixon, Freund and McGuire and to Jewson.
- Friedson and the Weberian notion of social closure.
- Those supporting the biomedical model such as Parsons.
- Postmodernists such as Foucault and Illich. Illich's work on the medical nemesis may be referred to. Foucault argues doctors have the power to medicalise human behaviour.
- Marxists argue medical professions support pharmaceutical companies based on bio medical model
- Medical professions have their own interests and promote them. Link to GMC and BMA.
- Some patients know more about their illness than doctors, a point made by Young.
- They also argue some practice private medicine, some act as gatekeepers to medicine, and the goal is to maintain a healthy workforce.

Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 strands 1-3
4	12-14 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question	12-14 marks Answers demonstrate detailed, accurate and relevant selection of appropriate sociological theories/concepts/evidence. These are applied and interpreted in the context of the debate/question	10-12 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/ evidence examined
3	8-11 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question	8-11 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/ evidence, some of which are applied and interpreted in the context of the debate/ question	7-9 marks Answers demonstrate some well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/ evidence examined
2	4-7 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question	4-7 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/ question	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/ concepts/ evidence examined
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question	1-3 marks Answers demonstrate limited ability to select and/or interpret and/or apply sociological theories/ concepts/ evidence in the context of the debate/ question	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/ concepts/ evidence examined
	0 marks NRSP	0 marks NRSP	0 marks NRSP

Option 3 Politics

- 4.1 Explain why some sociologists suggest pressure groups are an important part of a democracy. Illustrate your answer with sociological evidence. [20]

This question requires an explanation of a sociological view. The view should be identified and there should be detailed accurate points of knowledge for AO1 band 4. There should be a good coverage of sociological language and reference be made to at least two writers/evidence. For AO2 band 4 the points made should be explained in the context of the question.

Indicative content

- Expect to see a brief explanation of what is meant by a pressure group. Groups that put pressure on local and central government with regard to their particular concerns
- According to pluralists, such as Dahl, pressure groups ensure society is more democratic.
- Increases political participation - linked to the work of Garnett
- Enables people to participate in areas/issues that parties do not deal with such as Just Stop Oil or water and sewage
- The work of Grant may be used
- Evaluation is not required and will attract no marks.

Any other relevant point.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>
4	10-12 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the question/ debate	7-8 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/ question.
3	7-9 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the question/ debate	5-6 marks Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/ question.
2	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the question/ debate	3-4 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/ question.
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the question/ debate	1-2 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/ question.
	0 marks NRSP	0 marks NRSP

Either

4.2 Assess Marxist explanations of power in the contemporary UK. [40]

Answers will make judgements of the sociological concept, theory or sociological debate. The answer will focus on the debate in the question. Credit will be given to the effective use of supporting sociological evidence/theories and concepts. Where answers demonstrate all abilities to the highest standard then they will be consistent with Band 4. However, answers demonstrating knowledge but fewer skills of assessment, judgement and evaluation may achieve Band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

Expect to see detail of what is meant by power. The ability of one person or group to do something that others do not want them to do.

- Expect to see detailed exposition of Marxist explanations of power - linked to class domination and capitalism
- Link of power to economics
- The work of Miliband might be used on the role of the capitalist state and the elites who run it
- The counter argument of Poulantzas might be cited
- Concepts such as hegemony, capitalism, base and superstructure and reference to Althusser are likely to be discussed
- The work of Bocock in relation to hegemony
- There is likely to be reference to the rise of power elites in Britain, for example, political elites and professional elites
- Marxist theories of power and the work of C Wright Mills is likely to be discussed
- Reference to the work of Gramsci and his ideas of hegemony
- The work of Westergaard and Resler may be used
- The work of Giddens and his critic of Parsons may be cited
- The work of neo-Marxists such as Hall and Jefferson
- Work by other members of the CCCS such as Gilroy
- The work of Marxist feminists might be referred to such as Croall.

Expect to see specific criticisms/evaluation of all points raised.

Evaluation will be sustained throughout in relation to the different explanations used.

- Evaluation will be by considering theories such as Weberianism
- The notion of class, status and power will probably be discussed
- Feminists' arguments that power tends to be patriarchal linked to the work of Greer and Millett
- The work of Walby is relevant
- Functionalists who argue power is positive, for example Davis and Moore
- Pluralist ideas of, for example, Dahl.

Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 strands 1-3
4	12-14 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question	12-14 marks Answers demonstrate detailed, accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. These are applied and interpreted in the context of the debate/ question	10-12 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/ evidence examined.
3	8-11 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question	8-11 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/ evidence, some of which are applied and interpreted in the context of the debate/ question	7-9 marks Answers demonstrate some well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/ evidence examined
2	4-7 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question	4-7 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/ question	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/ concepts/ evidence examined
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question	1-3 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/ question	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/ concepts/ evidence examined
	0 marks NRSP	0 marks NRSP	0 marks NRSP

Or

4.3 Discuss the role of new social movements in the contemporary UK. [40]

Answers will make judgements of the sociological concept, theory or sociological debate. The answer will focus on the debate in the question. Credit will be given to the effective use of supporting sociological evidence/theories and concepts. Where answers demonstrate all abilities to the highest standard then they will be consistent with Band 4. Answers demonstrating knowledge but fewer skills of assessment, judgement and evaluation may achieve Band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

Expect to see detailed definitions of new social movements.

Expect to see:

- An exposition of what is a new social movement. Hallsworth argues there are two main types of NSMs. Defensive and offensive
- Started from the mid 1960's. The work of Parkin may be referred to
- Different types of NSMs focusing on human rights and different identities
- Postmodernism may be used to suggest society is fluid and people pick movements they might want to be involved with – often single-issue movements such as Just Stop Oil and Surfers Against Sewage
- The work of Marxist Touraine argues that membership of NSMs help individuals to find their identity/ies
- The work of Handler may be used
- Reference to ideas of Foucault
- The work of McCarthy and Zald may be used who argue that grievances often emerge as an NSM when people realise there is some gain to be had
- The work of Beck may be used in relation to a risk society and the way people join NSMs as a result.

Expect to see specific criticisms/evaluation of all points raised.

Evaluation will be sustained throughout in relation to the different explanations used.

- Evaluation from the view of functionalists who argue social change is not desirable
- Evaluation from pluralists such as Grant and Marsh and Dahl who argue all have equal opportunities to participate in organisations linked to power
- NSMs are frequently male oriented
- Liberal feminists such as Sommerville argue women do participate in political activities
- Klein argues diversity and choice are overpowered by the culture of big business
- Offe argues NSMs often emerge in response to the increasing dominance of the capitalist state.

Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 strands 1-3
4	12-14 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question	12-14 marks Answers demonstrate detailed, accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. These are applied and interpreted in the context of the debate/ question.	10-12 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/ evidence examined
3	8-11 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question	8-11 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/ evidence, some of which are applied and interpreted in the context of the debate/ question.	7-9 marks Answers demonstrate some well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/ evidence examined
2	4-7 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question	4-7 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/ question.	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/ concepts/ evidence examined
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question	1-3 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/ question.	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/ concepts/ evidence examined
	0 marks NRSP	0 marks NRSP	0 marks NRSP

Option 4 World Sociology

- 5.1 Explain why some sociologists argue health inequalities in less economically developed countries (LEDs) are linked to gender. Illustrate your answer with sociological evidence. [20]

This question requires an explanation of a sociological view. The view should be identified and there should be detailed, accurate points of knowledge for AO1 band 4. There should be a good coverage of sociological language and reference made to at least two writers/evidence. For AO2 band 4, the points made should be explained in the context of the question.

- A clear definition of health issues in LEDs. Women's mortality rate worse than that of men. Linked to work of Leonard
- Leonard argues women's health is linked to poverty
- This view is supported by the work of Neumayer and Plumper who also argue women are subject to poverty in MEDCs as well as LEDs
- The work of Rosenfield and Maine may be referred to.
- Evaluation is not required and attracts no marks.

Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a
4	10-12 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question	7-8 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/ question
3	7-9 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question	5-6 marks Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/ question
2	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question	3-4 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/ question
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question	1-2 marks Answers demonstrate limited ability to select and/ or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/ question
	0 marks NRSP	0 marks NRSP

5.2 Assess Marxist explanations for some countries being less economically developed than others. [40]

Answers will make judgements of the sociological concept, theory or sociological debate. The answer will focus on the debate in the question. Credit will be given to the effective use of supporting sociological evidence/theories and concepts. Where answers demonstrate all abilities to the highest standard then they will be consistent with Band 4. However answers demonstrating knowledge but fewer skills of assessment, judgement and evaluation may achieve Band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

- A clear exposition of Marxist explanations of LEDCs.
- The link of Marxist theories to dependency theories and world system theories.

Expect to see some of the following:

- Detailed reference to Wallerstein's view of the core states, the periphery and the semi-periphery and the external
- Core states, states which developed first in terms of urbanisation, technological advances and the accumulation of wealth
- The periphery includes states often controlled by other states who took resources, lands and people
- The semi-periphery states which are less powerful than they once were, for example Spain. Alternatively, countries such as China and India who have increasing power
- The external are those states who have managed to resist becoming part of the world economic system
- Wallerstein has adapted some Marxist ideas, for example a crisis of capitalism leading to deskilling and proletarianisation
- World systems theory also argues that national boundaries can be transcended. Capitalism ignores state boundaries
- Chase-Dunn and Gereffi argue that dependency theory is too descriptive. It doesn't explain the existence of LEDCs
- There is likely to be reference to the work of Bergesen
- Reference might be made to the way world systems theory considers the world as a whole - linked to the work of Worsley.

Expect to see specific criticisms/evaluation of all points raised.

Evaluation will be sustained throughout in relation to the different explanations used.

- Evaluation from Marxist and neo-Marxist ideas and the exploitation of countries via neo-colonialism and imperialism. The work of Frank may be referred to
- Nye refers to the work of Gramsci on hegemony in terms of how wealthy countries maintain power over poorer ones by, for example, the use of military power and of the media
- Rostow and his ideas, including modernisation, may be used to evaluate the theory
- Modernisation theorists criticise because it tends to ignore cultural factors
- The theory ignores the corruption of elites and the internal political in-fighting and wars. Linked to the work of Petras
- World system theory is too economic
- Criticism of Wallerstein's methodology by a number of theorists.

Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 strands 1-3
4	12-14 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question	12-14 marks Answers demonstrate detailed, accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. These are applied and interpreted in the context of the debate/ question	10-12 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/ evidence examined.
3	8-11 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question	8-11 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/ evidence, some of which are applied and interpreted in the context of the debate/ question	7-9 marks Answers demonstrate some well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/ evidence examined.
2	4-7 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question	4-7 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/ question	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/ concepts/ evidence examined.
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question	1-3 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/ question	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/ concepts/ evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP

- 5.3 Discuss the view that transnational corporations play a major role in global development. [40]

Answers will make judgements of the sociological concept, theory or sociological debate. The answer will focus on the debate in the question. Credit will be given to the effective use of supporting sociological evidence/theories and concepts. Where answers demonstrate all abilities to the highest standard then they will be consistent with Band 4. However, answers demonstrating knowledge but fewer skills of assessment, judgement and evaluation may achieve Band 4 for AO1 but lower bands for AO2 and AO3

Indicative content

- Expect to see a detailed view that TNCs do play a major role in the world economy
- Expect to see attention to a 'major role'
- Expect to see links to globalists
- Expect a detailed exposition of what is meant by a TNC. Companies who operate in several countries but are largely based in the west. The profits of TNCs tend to benefit the west rather than LEDCs. The work of Moore may be used to support this
- TNCs make up nearly three quarters of the world trade. Data from the UN and IMF may be cited to support this
- The largest TNCs have considerably more power than many countries. Linked to data from the UN and IMF
- Examples such as Shell or RTZ or McDonalds may be cited
- Modernisation theorists argue TNCs are useful in promoting the economies of LEDCs and examples such as India and areas of southeast Asia
- The work of Frobels may be cited in relation to neo-colonialism

Expect to see specific criticisms/evaluation of all points raised.

Evaluation will be sustained throughout in relation to the different explanations used.

- Evaluation will come from those who argue TNCs do not play a major role. Countries such as the US, China and Japan now play a bigger role
- They do not play a major role in relation to the damage they cause such as to workers' rights
- Dependency theorists argue they do play a major role, but it has negative consequences. It maintains and increases under-development of LEDCs
- World Systems theorists, such as Wallerstein, may be used to argue that TNCs exploit LEDCs. Neo-Marxists argue that TNCs have considerable power but exercise no responsibility towards the countries in which they are based
- They are often corrupt and influence the policies of LEDCs
- The work of Farnsworth may be used and that of Madeley and of Richter.

Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 strands 1-3
4	12-14 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question	12-14 marks Answers demonstrate detailed, accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. These are applied and interpreted in the context of the debate/ question	10-12 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/ evidence examined.
3	8-11 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question	8-11 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/ evidence, some of which are applied and interpreted in the context of the debate/ question	7-9 marks Answers demonstrate some well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/ evidence examined.
2	4-7 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question	4-7 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/ question	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/ concepts/ evidence examined.
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/ question	1-3 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/ question	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/ concepts/ evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP