



GCE A LEVEL MARKING SCHEME

SUMMER 2023

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

INTRODUCTION

This marking scheme was used by WJEC for the 2023 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

EDUQAS GCE A LEVEL SOCIOLOGY
COMPONENT 3 – POWER AND STRATIFICATION
SUMMER 2023 MARK SCHEME

Section A

- | | |
|---|---|
| 1 | 1 |
|---|---|
- Identify evidence of social inequalities in two areas of social life in the contemporary UK. Illustrate your answer with reference to supporting evidence for each area identified.
- [20]

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 will be made to at least 2 areas of social life in relation to gender, social class, ethnicity and age.

- Education:
 - Patterns of achievement linked to gender, ethnicity, social class and age. These should be inequalities not differences.
 - Inequalities linked to material and cultural deprivation and achievement. The work of Howard and /or Tanner may be used to illustrate these inequalities.
 - Differential experiences and inequalities could be linked for example, to the work of Mirza, Fuller, Archer, Skelton and others.
 - Skilled choosers in particular linked to social class.
 - Educational inequalities linked to the work of Smith and Noble.

- Health:
 - Patterns of inequalities in statistics, such as the ONS, with reference to mortality and morbidity of different social classes, gender, ethnicity and age.
 - Health Survey for England.
 - Material factors in relation to one or more of gender, ethnicity, social class and age linked to the work of Graham, Roberts, Oakley and others such as Arber and Thomas and Popay and Bartley.
 - Health inequalities as identified in the Marmot Review.
 - Health Select Committee Report on Inequalities.

- Crime and deviance:
 - Inequalities in relation to offending, linked to social class, gender, ethnicity and age.
 - Inequalities in relation to victimisation linked to the work of Walklate.
 - Law enforcement linked to the work of Chambliss, for example, and Hall, Walklate, Heidensohn.
 - Capitalism and criminality – linked to the work of Bonger and also to that of Gordon, Snider and Croall.
 - Gender and crime and deviance linked to the work of Toor, Heidensohn, Connell and others.

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

- Reference may be made to relevant and recent political and social issues relating to social inequalities.
- 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 Evaluate feminist explanations of gender 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 an evaluation of feminist explanations of gender inequalities.
- There should be reference to gender rather than just women.

Expect to see some of the following:

- Detailed exposition of feminist explanations of gender inequalities.
- Reference should be made to different feminist explanations such as:
 - Liberal feminism and changes in the law – SDA, EPAs.
 - Radical feminism – including the work of Greer, women have not been liberated in the private or public sphere and Bryson – women as an oppressed group.
 - Firesmith and the link to men and women’s biology.
 - Reference may be made to the work of Millet.
 - Marxist – including the work of Benston and women’s unpaid labour.
 - Difference feminism including reference to the work of Calhoun and/or Stacey.
 - Feminism as a response to malestream explanations.
 - Reference is likely to be made to concepts such as patriarchy, the glass ceiling and the concrete ceiling.
 - Bryson – women as an oppressed group.
 - Ansley and the exploitation of women.
- Expect to see specific criticisms/evaluation of points raised.
- Evaluation will be sustained throughout in relation to the different explanations used.
- Evaluation/discussion may come from:
 - Using the different feminist explanations such as radical feminists, Marxist feminists, liberal feminists, black feminists and postmodern feminists of social inequality in relation to each other.
 - Marxist and neo-Marxist explanations of gender inequalities who argue social inequality of men and women are linked to capitalism. Linked to the work of, for example, Benston, Hartmann and others.
 - In addition, other theories/explanations may be used such as functionalism – Parsons and the New Right – Murray.
 - Concepts such as genderquake may be used.
 - Changing nature of the role of women.
- Reference may be made to relevant and recent political, social or public debate regarding issues related to gender inequalities.
- 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

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

- This is an open question and credit should be given for a range of answers linked to ethnicity and social inequality.
- Answers should demonstrate an awareness that some ethnic groups experience greater social inequalities than others.
- Reference to the importance of there being majority and minority ethnic groups.

Expect to see some of the following:

- Detailed exposition of various theories such as Weberianism linked to ethnic inequalities.
- The notion of the base and superstructure as espoused by Althusser.
- Reference to primary and secondary labour market linked to the work of Barron and Norris.
- Opportunities via education and employment to improve life chances.
- Evaluation will come from a discussion of the above points/research using the different explanations weighing one or more against another.
- Functionalist explanations of social inequalities, using the work of Parsons may be used in evaluation.
- Feminist explanations may also be used as evaluation.
- Similarly, postmodernist ideas – and the notion of choice.
- There may be reference to the work of Giddens and structuration.
- Black underclass linked to the work of Rex and Tomlinson.
- Suggestion that ethnicity choice is the main source of social inequalities - linked to housing, education and employment and the work of Salway on health.
- Mirza and/or Mac an Ghail on education and Bhopal on employment.
- Reference may be made to relevant and recent political, social or public debate regarding issues related to ethnic inequalities – such as employment, crime and education.
- 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

Section B

Option 1 Crime and Deviance

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| 2 | 1 |
|---|---|
- Explain, using sociological evidence, why some sociologists argue women are treated differently to men by the criminal justice system. [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 should 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 male and female statistical data regarding the outcomes of treatment by the criminal justice system.
- The work of Campbell may be used.
- Also that of Newburn.
- The work of Heidensohn and control of some women.
- Evaluation is not required and does not attract any marks.
- Reference may be made to relevant and recent political, social or public issues relevant to gender and the criminal justice system.
- 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

Either,

2 2 Evaluate left realist explanations of 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

- There will be a detailed exposition of left realist explanations of crime and deviance.
- The work of Lea and Young will be used, linked to concepts such as relative deprivation, marginalisation and subculture.
- Reference will be made to other concepts such as victimisation linked to the Islington study.
- Other concepts such as the square of crime, bulimic society and consensus may be used.
- Explains the social causes of crime linked back to the work of Lea and Young and the importance of tackling inequalities.
- The link between crime and poverty - Lea and Young.
- The need to link solutions, linked to the square of crime.
- Left realists do address victims of crime and the notion of taking crime seriously.
- Nightingale's work and the notion of relative deprivation as a cause of crime.

- Evaluation may come from:
 - Statistical evidence.
 - Problems of victim studies.
 - Right realists such as Wilson.
 - The work of Merton.
 - Hirschi's control theory.
 - Marxism and white-collar crime is often ignored, linked to work of Croall and of Snider.
 - The similarity of left realism with previous theories such as Merton's strain theory.
 - Some discussion of the work and ideas of right realists with, for example, regard to military policing.

- Reference should be made to recent political, social or public debate regarding left realist explanations in relation to crime and deviance.

- 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,

2 3 Discuss the view that crime and deviance are linked to subcultures. [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

- A clear exposition of crime and deviance linked to subcultures.
- Expect to see the work of subcultural theorists such as:
 - Cohen and status frustration.
 - Cloward and Ohlin and opportunity structures.
 - The work of Miller and lower-class subculture and focal concerns.
 - The work of Murray and the notion of a subcultural underclass.
 - The work of Matza and subterranean values may be used.
 - The work of Lea and Young and subcultures may be used.
 - Black subcultures linked to the work on black and Asian youth in the contemporary UK and the work of Nightingale on young black youth in the US.
 - Marxist subcultural writers including those based at the CCCS such as Brake and Willis.
 - In addition, the work of Hall may be used.
- Evaluation may be from:
 - Marxism and the need to understand capitalism.
 - Interactionism and labelling.
 - Development of working-class subcultures linked to the work of the New Right.
 - New Criminology linked to work of Young et al and social class evaluation from right realists.
 - Cicourel and police activity.
- Reference may be made to recent and relevant political, social or public debate regarding issues in relation to crime and deviance and subcultures.
- 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

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| 3 | 1 |
|---|---|

 Explain, using sociological evidence, why some sociologists argue society disadvantages those with impairments. [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 reference to what is meant by disabled and impairments.
- Reference is likely to be made to the social model of disability.
- Hyde's work on impairments is likely to be used.
- Oliver and the notion of the inability of the social environment to cater for people with disabilities.
- The work of Shearer.
- The work of Shakespeare.

- Reference may be made to relevant and recent political, social or public debate regarding society and disabilities.

- 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

Either,

3 2 Evaluate the biomedical model in relation to health and illness. [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 the biomedical model.

- Clear exposition of what is meant by the biomedical model of health and illness including mind-body dualism and objective science.
- The notion of the biomedical model as scientific.
- The work of Jewson may be used.
- The dominant view of the biomedical model as that of western medicine.
- Health is biologically the norm.
- Illness is caused by identifiable factors such as a virus or a faulty gene.
- Reference may be made to the work of Parsons.

- Evaluation of what is health and illness might be used.
- The definitions of health and illness are problematic and do not accept the relativity of health and illness.
- The work of McKeown and ideas of nutrition and hygiene.
- The work of Chrisman and of Blaxter. Both a little dated but still relevant.
- Wider social factors as espoused by Marxists and neo-Marxists are not recognised nor the social patterns of social class, gender – Calnan, Roberts and others and ethnicity.
- The biomedical model focuses on treatment and solutions rather than social factors.
- The work of Illich may be used and the concept of iatrogenesis.

- Reference may be made to recent political, social or public debates in relation to health and illness.
- 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 gender influences health and illness 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 discussion of the view that gender influences health and illness in the contemporary UK.
- Reference should be made to men, women and non-binary.
- Expect to see different feminist explanations of gender influences on health and illness.

- Expect to see some of the following:
 - Statistics on gender and health and illness.
 - Reference to Reports such as the Marmot Review.
 - Gender linked to the work of Graham and to social class.
 - Health consequences of housework linked to work of Popay and Bartley.
 - The work of Nettleton linked to life expectancy of the poor and their susceptibility to major illnesses as a result of gender.
 - Material factors such as housing, diet and working conditions Martin, Lobstein, latter linked to cost of healthy food.
 - Reference may be made to the access by the poor to out of town cheaper food sources and the work of Wrigley.
 - Doyal and Doyal and Pennell – linked to Marxist ideas. 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.
 - Edgy behaviour of young men – Lyng, Katz.
 - Reference may also be made to Lynch.

- Evaluation may be from:
 - Life chances of men and women linked to Weberianism.
 - Bartley – working classes are more likely to engage in risky behaviour as a rational response to their circumstances. Supported by Graham's research on working-class women and smoking and work on edgework and young men - Lyng and Katz.
 - Evaluation from feminists for example the work of Roberts and of Oakley and the medicalisation of pregnant women, Graham and the health inequalities of working-class women.
 - Other behavioural/cultural evidence including possible use of New Right ideas.
 - Statistical data not always valid.

- Reference may be made to relevant and recent political, social or public debate regarding gender and 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.
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	0 marks NRSP	0 marks NRSP	0 marks NRSP

Option 3 Power and Politics

- | | |
|---|---|
| 4 | 1 |
|---|---|

 Explain, using sociological evidence, why some sociologists argue voting patterns are linked to age. [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 should 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 voting patterns.
- Breakdown of population in terms of age with reference to increasingly ageing population.
- Reference to 'grey power' as a result of the above and the way the different age groups vote. Over 65s more likely to vote Conservative.
- Age generational experiences linked to work of Butler and Stokes.
- Linked to age and class, divide between graduates and non-graduates.
- www.citizenfoundation.org.uk. and link to the intentions of young people to vote.
- Reference may be made to relevant and recent political, social or public debate regarding voting patterns and age.
- 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 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 Evaluate elite theories of power.

[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 exposition of elite theories of power.
- Expect to see distinction between different elite theories.
- Classical elite theory linked to the work of Mosca and Pareto.
- Circulation of elites linked to the ideas of Pareto.
- Iron law of oligarchy linked to the ideas of Mosca.
- The work of C. Wright Mills on the conflict elite theory.
- The notion of three elites – corporations, military and government.
- Power elite also linked to Mills.
- Power elite linked to the work by Williams on the UK.
- Elite self-recruitment.

- Evaluation may come from one or more of the above against the others or:
 - Marxist ideas on the concentration of power.
 - Miliband's ideas on elites may be used.
 - Culworth and McGovern – argue electorate are able to exercise some control over elites.
 - Weberians agree with Culworth and McGovern.
 - Democracies do exist. Linked to the rise of NSMs and XR.
 - Pluralist ideas including power and the work of Dahl.

- Reference may be made to relevant and recent political, social or public debate.

- 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 pressure groups 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 a detailed definition of pressure groups.

- Expect to see a definition of protective pressure groups and promotional groups.
- Expect also to see examples of each such as trade unions or Child Poverty Action group.
- Morgan's typology of pressure groups.
- Role of pressure groups to put pressure on governments and/or protect the interests of their members.
- Important role of pressure groups between elections.
- Can represent opinions of the electorate, particularly those who do not have a voice on an individual basis.
- Attempt to constrain governments.
- Link to pluralist explanations of the distribution of power and polyarchal democracy –many sources of power and influence.
- The rise of new social movements could also be used.

- Evaluation may come from neo-pluralists. They argue Britain is a deformed polyarchy.
- Marxist critique that capitalism dominates competition between pressure groups.
- New Right – pressure groups can potentially destabilise democracy.
- New social movements are replacing some of the traditional pressure groups, acting more spontaneously such as XR.
- The work of Hallsworth could be used.

- Reference may be made to recent political, social or public debates in relation to pressure groups.
- 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, using sociological evidence, why some sociologists argue foreign aid does not reduce poverty in less economically developed countries (LEDCs). [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.

Indicative content

- A clear definition of foreign aid – bilateral and multilateral.
- Dependency theory and foreign aid.
- Aid often leads to a dependency culture linked to the work of Bauer and to that of Frank.
- Neo-Marxists argue there's an economic agenda to aid.
- The work of Hayter.
- Aid often contingent on buying goods and services from donor countries linked to the connections between metropolitan and indigenous bourgeoisies. Aid may increase the wealth of the elites rather than solve the issue of poverty.
- Most African countries poorer now than when they gained political independence linked to the work of Erixon.
- Aid undermines the products of the recipient countries thereby increasing poverty and inequalities.
- The work of Easterley will also be relevant, similarly the work of George.

- Reference may be made to recent political, social or public debates in relation to aid and poverty.
- 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

Either,

5 2 Evaluate dependency theories of 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. 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 dependency theories.
- There is likely to be detail of the work of Frank the notion of under development.
- Dependency theories as a means of explaining why LEDCs have not developed.
- Marxist and neo-Marxist ideas and the exploitation of countries via neo-colonialism and imperialism.
- The work of Wallerstein and the World Systems Theory.
- Baran's arguments regarding the ways in which western countries have created a dependency of developing countries on the developed world.
- Examples of world trade and the legacy of colonialism – extraction of raw materials, focus on a few products, tariffs. For example, Shell and RTZ.
- Relationship of colonialism to poverty linked to the work of Harrison.
- Hayter's argument re underdevelopment.

- Evaluation may be from the points below:
 - The work of Parsons is likely to be used and his theory that LEDCs are dominated by traditional values.
 - A view supported by Inkeles.
 - Evaluation from modernisation theory.
 - The work of Rostow and his ideas are likely to be used.
 - The arguments of Hoselitz.
 - Burkey argues LEDCs need help to develop.
 - Huntington's ideas about the importance of culture might be used.
 - Arguments of Roberts and Hite regarding Frank's failure to acknowledge the way exploitation rates have changed over the years.

- Reference may be made to relevant and recent political, social or public debate.
- 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.
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	0 marks NRSP	0 marks NRSP	0 marks NRSP

Or,

5 | 3

Discuss the influence of globalisation in the contemporary world.

[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 the influence of globalisation.
- Expect to see an explanation of the various types of globalisation including work of Ritzer and that of O'Byrne.
- Globalists, traditionalists and transformationalists.
- Globalisation and economic effects, examples such as McDonaldisation may be cited.
- Influence of globalisation in relation to social life and culture, examples such as football may be used.
- The work of Giddens may be used.
- Globalisation creating an interdependent world.
- Work of Cochrane and Pain may be used.
- Globalisation and the environment.

- Evaluation may come from:
 - Neo-Marxists who argue that globalisation extends global capitalism linked to the work of Harvey.
 - Globalisation may lead to opportunities.
 - Work of Robertson may be used – and glocalisation.
 - Castells and network society.

- Reference may be made to relevant and recent political, social or public debate regarding issues relating to globalisation.
- 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.
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	0 marks NRSP	0 marks NRSP	0 marks NRSP