



GCE A LEVEL MARKING SCHEME

SUMMER 2024

**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 2024 MARK SCHEME

Section A

- 1.1** There are age inequalities in contemporary UK society. Use sociological evidence from two areas of social life to support this. [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 all age groups.

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.
- The work of Milne and Harding may be referred to and their argument regarding the young elderly and the older elderly and the inequalities experienced by each.
- The exacerbation of age inequalities linked to gender, class and ethnicity.
- Retirement and loss of status.
- ONS and inequalities in employment.
- The Unequal Nation Report.

Work:

- Retirement and loss of status.
- Age discrimination. The work of MORI polls may be used.
- Positive discrimination by some companies such as B&Q.
- Work of Gittins and age patriarchy may be used.
- In areas of high unemployment young people excluded from mainstream society linked to work of McDonald and Marsh. They lack status and power.
- Opportunities in rural areas for young people are poor linked to the work of Midgely and Bradshaw.

Health:

- Patterns of inequalities in relation to health and illness.
- Health Survey for England.
- Health care costs and social care.
- Work of Greengross and institutional ageism.
- Health inequalities and age and social class – Marmot Review.
- EHRC (2010) ageing population creating a chronic disadvantage for young women who are often carers for older people.
- The work of Arber may be used.
- Health Select Committee Report on Inequalities.
- Children born into poverty are more likely to die at birth or go on child protection registers linked to the work of Howard.

Other areas/aspects of social life may be used such as crime and deviance and 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 Evaluate functionalist 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 evaluation of functionalist explanations of social inequality.
- Expect reference to a range of inequalities.

Expect to see some of the following:

- Detailed exposition of functionalist explanations of social inequalities.
- The work of Durkheim is likely to be used.
- The work of Parsons is also likely to be used. This will be linked to the notion of ways in which inequalities are functional for society.
- The work of Davis and Moore is likely to be cited, developing the work of Durkheim and of Parsons. Inequalities linked to sifting and sorting and to meritocracy.
- The New Right might be used and the work of Murray and/or Saunders. They argue there is a meritocracy but some people are not committed to hard work and are sifted and sorted out such that they end up in low status jobs or even as part of the underclass.

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

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

- Evaluation may come from specific aspects of functionalism such as meritocracy and consensus.
- Marxist and neo-Marxist explanations of social inequalities which argue social inequalities are linked to capitalism. Also, the work of Bourdieu, that of Gramsci and that of Althusser may be used.
- The work of Bowles and Gintis might be used to evaluate sifting and sorting.
- They also argue some students are alienated by their schooling experience.
- The work of feminists such as Greer and others may be used.

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 social class is the major determinant 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

- This is an open question and credit should be given for a range of answers linked to social class and social inequalities.
- Answers should demonstrate an awareness that some social classes experience greater social inequalities than others.
- Reference should be made to major determinant.
- Reference to the importance that not all members of different social classes are the same.

Expect to see some of the following:

- Detailed exposition of various Marxist and neo-Marxist theories linked to social class as a major determinant of inequalities.
- The use of Althusser's work on the base and superstructure.
- Dominance of ruling class ideas regarding inequalities linked to work of Gramsci and hegemony.
- The work of Miliband and of Poulantzas may be used.
- Reference to primary and secondary labour market linked to the work of Barron and Norris.
- Work of Bourdieu and social capital.
- Opportunities via education and employment to improve life chances.
- There may be reference to the work of Giddens and structuration.
- Marcuse and the notion that the media diverts attention of the working class from inequalities in society.

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

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

- Functionalist explanations of social inequalities, using the work of, for example, Durkheim and Parsons.
- Traditional Marxist ideas such as those of Marx and Engels are now dated.
- Feminist concepts such as patriarchy. The work of Walby may be used.
- Postmodernist ideas such as those of Beck.
- Reference may be made to the notion that social class boundaries are blurred.
- Reference to a black underclass linked to the work of Rex and Tomlinson.
- The suggestion that ethnicity is the main source of social inequalities - linked to housing, education and employment and the work of Salway on health.
- Rex and Tomlinson may also be used in relation to ethnicity and housing.

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, using sociological evidence, why some sociologists suggest that official statistics do not provide an accurate picture of crime in the contemporary UK. [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 official statistics, that is crimes known and reported to the police and those where prosecutions are pursued. They do not include those dealt with by organisations who prefer to deal with them in-house or those which go unreported.
- Peak age of crime in terms of statistics may be cited.
- Official statistics do not show unreported crimes and reference might be made to the work of Newburn.
- Official statistics are socially constructed.
- White collar crimes are not included, linked to the work of Croall. The work of Maguire may also be used.
- The dark figure of crime may be referred to.
- Work of Cicourel and/or Atkinson may be used in relation to decisions made by the police in terms of what to pursue.
- 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 Evaluate interactionist 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

- Expect to see a clear exposition of interactionist explanations of crime and deviance.
- There should be reference to crime and to deviance.
- Expect to see reference to labelling, stereotyping, social stigma, deviant careers and other concepts central to interactionism.

Expect to see some of the following:

- Detailed exposition of interactionist explanations of crime.
- Detailed exposition of interactionist explanations of deviance.
- Focus on interaction between deviants and those who define them as deviant.
- Focus on how and why people are defined as deviant and the implication for their future behaviours.
- Focus on meanings and motives.
- Lemert and his work on primary and secondary deviance.
- Becker and his work on labelling and the notion of a master status, leading to a self-fulfilling prophecy.
- Wilkins and the deviancy amplification spiral.
- The work of Young and hippie marijuana users may be used as an example.
- The work of Jones on trying to avoid giving people negative self-concepts 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.

- Interactionism is too deterministic.
- Interactionists are unable to explain the origins of the act, why people commit deviant acts in the first place.
- They are also not able to explain why some activities are against the law and other similar activities are not. For example, a student brawl versus fighting outside a pub.
- Defining deviance can be problematic. The work of Lemert, Becker and Taylor, Walton and Young might all be referred to here.
- The work of Lea and Young may be used in terms of who are the perpetrators of crime.
- Labelling also not able to explain all crime and deviance. Ackers suggests that people may choose to be deviant whether they have been labelled or not.
- Primary deviance does not necessarily lead to secondary deviance as Lemert implies.
- Marxist evaluation regarding power and social structure. Linked to the work of Snider for example.

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 realists offer practical solutions to 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 definition of left realism and of right realism.
- Expect reference throughout to practical solutions.

Expect to see some of the following:

- A clear exposition of crime and deviance linked to left and right realism.
- Right realists and practical means of solving crime.
- Rational choice theory linked to the work of Wilson and Hernstein.
- Their theory linked to the idea of increasing the cost of committing crime and deviance and increasing benefits of conforming to norms of society.
- Concepts such as surveillance, zero tolerance, democratic policing and target hardening may be used.
- The broken window theory as espoused by Wilson and Kelling is likely to be referred to. Right realists argue heavier policing is needed.
- Left realists such as Lea and Young argue crime and deviance should be taken seriously but unlike right realists argue informal control is a better solution based on a multi-agency approach.
- They argue there should be community solutions to crime and deviance such as decent jobs and community facilities.
- Left and right realists both argue that other theories do not offer solutions.

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 the right realist solutions do not address the wider structural causes of crime and deviance.
- They both ignore ways in which economic and social inequalities affect crime and deviance.
- Marxists argue they both ignore for example the creation of the 'black mugger'. Right realists stereotype some social groups.
- Neither left or right realists tackle white collar crime or corporate crime.
- Gender issues such as domestic violence and stalking are largely ignored, linked to the work of Heidensohn and social control.
- Differences between right and left realism and their practical solutions should be considered more distinctly.
- Left realists rely on victimisation studies too much. These tend to over report some crimes and under report others.
- Right realists overly rely on official statistics to help address solutions.
- Right realists assume criminal and deviant behaviour is rational but Katz and Lyng argue they are more impulsive.
- Postmodernists, such as Foucault, argue everyone is now being observed.

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, using sociological evidence, why some sociologists suggest that health can be defined as the absence of disease. [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 health. Health as the absence of illness is a biomedical definition.
- Reference is likely to be made to the work of Taylor.
- The work of Taylor and Field and the focus of research may be referred to.
- Health as scientific, linked to the work of Parsons and the scientific explanation of health.
- The definition most commonly used by the NHS.
- The biomedical model is likely to be referred to.
- Evaluation is not required and will attract 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

Either

3.2 Evaluate cultural explanations 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 cultural explanations of health inequalities will be evident.

- Clear exposition of what is meant by cultural explanations of health and illness. Cultural explanations may be linked to lifestyles or possibly to different ethnic groups.
- 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.
- Graham and smoking by working-class women.
- The work of Popay and Bartley could be cited.
- Reference may be made to different ethnic groups and different medical conditions linked to lifestyles.

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

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

- Evaluation using material, behavioural, artefact and social selection explanations.
- Material factors such as housing, diet and working conditions - Martin, Lobstein.
- 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 are 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.
- Reference may also be made to Lynch.
- Cultural explanations tend to be victim blaming.
- Some people have less choice than others to choose a healthy lifestyle. Reference may be made to the cost of living crisis in early 20s.
- Sweeping generalisations regarding lifestyles of different 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 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 functionalist theories of the role of the medical professions 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 functionalist theories of the role of medical professions.

Expect to see some of the following:

- A discussion of who constitutes the medical professions? For example, doctors, nurses, physiotherapists, occupational therapists, carers and administrators.
- Functionalists argue health professionals serve the interests of society as a whole.
- Power and status of medical professionals. Variation according to specific role.
- Health professionals as the legitimate definer of ill health as well as the legitimate provider of health care.
- Shared values and traits of health professionals – training, ethics and professionalism. Link to work of Millerson.
- The work of Parsons and decisions regarding the sick role by medical professionals. Parsons argues sickness is a threat to social order.
- Concepts such as universalism and affective neutrality may be used.
- The work of Barber may be referred to.
- Patients are required to conform to the sick role and seek help from professionals in order to get better and return to work and take part in other ways in society. This may be linked to the work of Parsons.

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 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.
- Marxists argue medical professions support pharmaceutical companies.
- Feminists such as Oakley, Roberts and Doyal. In addition, gender inequalities linked to the work of Witz.
- Abbot and Wallace argue medical professionals seek to control women who deviate from the mainstream view of a woman's role.
- 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.
- Friedson and the Weberian notion of social closure.
- Medical professions have their own interests and promote them. Link to GMC and BMA.
- Chronic illness not covered by functionalist theories.

- 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.
- Abbott and Wallace may be used and the patriarchal nature of the medical professions.

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, using sociological evidence, why some sociologists suggest that young people are switching their allegiance away from the major parties. [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 the major parties such as the Labour Party, Conservative Party and Liberal Democrat Party.
- Rise of groups which offer more attractive policies to young people such as Extinction Rebellion linked to the work of Saunders, Doherty and Hayes.
- Also New Social Movements and the work of Hallsworth.
- Reference to postmodern view of major parties - the work of Fraser may be used.
- The work of Foucault could be referred to.
- Examples may be used.
- Evaluation is not required and will attract 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 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 sociological 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. 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 detailed exposition of competing theories of power.
- This is an open question thus credit should be given to a range of answers linked to power.
- Functionalist theory of power-legitimises social cohesion and the social system. The work of Parsons is likely to be used.
- Weber and zero-sum view of power. Weber and authority-traditional, charismatic and rational-legal. Some authority is legitimate, some power coercive.
- Marxist theories of power- the work of C Wright Mills, of Miliband and Poulantzas and Gramsci might be used.
- Concepts such as hegemony, capitalism, base and superstructure are likely to be used.
- Reference to the work of Althusser may be made.
- Feminist and postmodern theories are likely to be referred to.

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 each of the theories against each other, for example functionalism and Weberianism as cited above.
- In addition, the role of pressure groups might be referred to. Work of Heffeman is relevant.
- Wyn Grant supports an elite pluralist position.
- Power from groups such as Extinction Rebellion and other alternative ways of accessing power.
- Power as defined by classical pluralism is likely to be referred to and the work of Pareto and that of Mosca.
- There is likely to be reference to the rise of power elites in Britain, for example, political elites and professional elites.
- 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.

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 view that power in the contemporary UK is patriarchal. [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 patriarchy and of power.
- Expect the use of specific examples to support the view.

Expect to see:

- Definitions such as the hierarchical power relation in which men are dominant and women are subordinate.
- Power - the notion of one person/group in a position to get others to do what they want.
- Politics dominated by males at all levels. Current data may be cited such as that from ONS.
- The work of Abbott and Wallace is relevant. They argue the state has played an important role in maintaining women in conventional roles.
- Feminists arguments regarding power:-
 - Liberal feminists such as Sommerville argue women have equal access to power as men - legislation may be referred to.
 - Marxist feminists argue it's the bourgeoisie who have the power.
 - Radical feminists such as Greer and Bryson argue women are exploited by men in the political sphere as well as other areas of social life.
 - Difference feminists argue it is important not to group all women together as if they were a coherent whole and to consider intersectionality in relation to power.

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

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

- Evaluation from pluralists such as Grant and Marsh and Dahl who argue all have equal opportunities to participate in organisations linked to power.
- Liberal feminists such as Sommerville argue women do participate in political activities.
- Bourque and Grosshartz argue women's political engagement is often interpreted in a way that fits in with preconceived ideas of women's traditional political engagement.
- Some feminists argue women are taking direct political action - examples such as the Menopause Cafes and #MeToo may be used.
- Women in trade unions such as the Royal College of Nurses taking strike action.
- It's important not to group all women together as if they are a coherent whole.
- Abbot and Wallace argue that social class and age are important.

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 suggest urbanisation is linked to poverty in less economically developed countries (LEDs). [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 urbanisation, which is the process of people moving from rural areas to urban areas in large numbers. The definition of Thompson reflects this.
 - Urbanisation leading to density of population and to lack of access to services. Davis argued that in LEDs this process is happening rapidly and therefore exacerbating the poverty of urban areas.
 - The work of Potts on poverty in urban areas may be used.
 - Low wages and unemployment in urban areas.
 - Reference to shanty towns and the issues they raise such as poverty, overcrowding and disease. The work of Cobbinah may be referred to.
 - Urbanisation maintains under-development. Reference to dependency theory and Frank may be made.
-
- 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 Evaluate world systems theory as an explanation 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. 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 world systems theory.
- Concepts such as globalisation, flexibility and world capitalism may be used.

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 which 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 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 the media.
- Rostow and his ideas including modernisation may be used to evaluate the theory.
- Modernisation theorists criticise world systems theory 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 economicist.
- 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 women are treated less favourably than men in less economically developed countries [LEDCs]. [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 assessment of the view that women are treated less favourably than men in less economically developed countries.
- Patriarchal domination in less economically developed countries. Women seen as second-class citizens with low status, sometimes for cultural reasons.
- The domination of women by men. Women are under-represented in all areas of society for example government, education and health. The work of Leonard might be used to support this. She argues foreign aid packages often target men.
- Wichterich argues traditional development policies often reduce the power of women.
- Examples may be used such as the withdrawal of education of girls in Afghanistan.
- Threats to women's lives occur on a regular basis in both the public and the private sphere.
- Female genital mutilation in some countries. Girls are forced into early marriages and childbirth in some LEDCs. The work of Gita Sahgal supports this.
- Women in developing countries often act as a cheap source of labour for firms. In manufacturing, women are mainly employed in jobs involving the production of goods, rather than higher-paying jobs involving management positions.
- Deere and Van Allen argue that multinational corporations prefer female labour as they can pay them lower wages.

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 men and women are treated equally.
- Gender is now one of the indices of development, a view linked to the work of Pearson.
- Some feminists argue wearing the veil is positive. It empowers women. The work of El Saadawi is relevant here.
- Modernisation theory argues pay levels of men will trickle down to women, but they rarely do.
- Adamson argues there is a generation of women in developing countries who now consider education to be the norm.
- Aidan Foster argues women are oppressed in all cultures including western societies despite laws to control it.
- This view is supported by the work of Neumayer and Plumper who also argue women are subject to poverty in MEDCs as well as LEDCs.

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