



GCE A LEVEL MARKING SCHEME

SUMMER 2025

**A LEVEL (NEW)
SOCIOLOGY - UNIT 3
POWER AND CONTROL**

1200U30-1

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.

Notes for examiners

The mark scheme for each question is in two parts. Part 1 is advice on the specific question outlining indicative content which can be used to assess the quality of the candidate's response. The content is not prescriptive nor are candidates expected to cover all the material mentioned.

Part 2 is an assessment grid advising bands and associated marks that should be allocated to responses which demonstrate the qualities need in AO1, AO2 and, where appropriate, AO3. Where a response is not creditworthy or not attempted it is indicated on the grid as NRSP (No relevant sociological point).

Reference to examples and evidence drawn from the study of Welsh culture and society will be credited.

WJEC A LEVEL SOCIOLOGY
UNIT 3 - POWER AND CONTROL
SUMMER 2025 MARK SCHEME

Option 1 – Crime and Deviance

1. (a) (i) Explain the meaning of the hidden figure of crime. [10]

Answers should include an accurate definition and knowledge points for band 3 AO1. Points should be supported with examples and/or evidence with clear explanations for band 3 AO2.

Indicative content:

- Expect to see an accurate definition of the hidden figure of crime.
- There will be a clear understanding of reasons for the hidden figure of crime such as:
 - The public in not reporting all crime.
 - Police recording practices, prejudices and stereotypes, priorities, discretion; Young, Piliavin and Briar, Chambliss.
 - Invisibility of white-collar crime in statistics; Sutherland.
- There may be reference to all forms of criminal statistics; police recorded crime, Crime Survey for England and Wales, victim studies, self-report studies and how the hidden figure will vary for each type.
- There may be a reference to phenomenologists and the social construction of crime statistics.
- There may be reference to overemphasis on working-class, males and certain ethnic groups.
- Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a
3	4 marks Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/evidence relating to the context of the question.	5-6 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the question.
2	2-3 marks Answers demonstrate some knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the question	3-4 marks Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the question.
1	1 mark Answers demonstrate basic knowledge and understanding of sociological theories/concepts/evidence relating to the context of the question.	1-2 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the question.
	0 marks No relevant sociological point.	0 marks No relevant sociological point.

1. (a) (ii) Using sociological evidence and examples, explain the relationship between masculinity and crime. [20]

AO1 band 4 answers will contain accurate knowledge points. For band 4 AO2, answers should demonstrate sound understanding through detailed examples and/or supporting evidence.

Indicative content:

- Older subcultural theories that focus on a working-class, male-dominated culture based on 'toughness'; Miller.
- Different conceptions of masculinity leading to different types of criminality, hegemonic and subordinated masculinities; Messerschmidt.
- Masculinities and crime in youth groups; Messerschmidt.
- Ethnicity and masculinities; Messerschmidt.
- Postmodernity and masculinity, uncertainty over what it means to be masculine, male identities as ever changing; Collier.
- Winlow's study of bouncers and associated criminal activity in the Sunderland area.
- The night time economy; Hobbs.
- Young men asserting their masculinity through joy-riding; Campbell.
- Crisis of masculinity and the creation of subcultures of machismo; Young.
- 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.	7-8marks 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.	3-4marks 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 No relevant sociological point.	0 marks No relevant sociological point.

1. (b) Assess the view that crime and deviance are functional for society. [40]

Answers will make judgements of the worth of concepts, 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:

The focus of the answer is likely to be on functionalist explanations of crime and deviance. Answers should make reference to more than one theoretical perspective, but these will be related directly to the question rather than providing a general overview of theory.

Candidates may refer to:

Any explanation of functionalist explanations of crime and deviance: answers should demonstrate an understanding of functionalist explanations of crime and deviance.

- Durkheim and the notion that crime is inevitable and functional.
- Crime as a safety-valve; Davis.
- Crime as a warning signal; Clinard.
- the work of Merton and strain theory linked to social structure and anomie.

Alternative explanations of crime and deviance that develop functionalist ideas:

- Sub-cultural explanations of crime and deviance; Cohen; Cloward and Ohlin; Miller.
- Underclass and crime; Murray.

Critics of the functionalist perspective:

- Marxist perspectives that look at how crime and deviance are functional only for the ruling class; Chambliss; Snider; Gordon.
- This might include a discussion of how white-collar and corporate crime function for the bourgeoisie and the reproduction of capitalism.
- Left and right realism and rational choice; Lea and Young; Wilson; Wilson and Hernstein.
- Any other relevant point.

Band	AO1 element 1a & 1b	AO2 element 1a	AO3 strands 1-3
4	11-13 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	11-13 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.	12-14 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	7-10 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	7-10 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.	8-11 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	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	4-6 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.	4-7 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 No relevant sociological point.	0 marks No relevant sociological point.	0 marks No relevant sociological point.

1. (c) Discuss the influence of labelling on crime and deviance. [40]

Answers will make judgements of the worth of concepts, 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:

The focus of the answer should be on the influence of labelling on crime and deviance and largely focus on the work of interactionists. Answers may make reference to more than one theoretical perspective, but these will be related directly to the question rather than providing a general overview of explanations of crime.

Candidates may refer to:

- A clear exposition of what is meant by labelling.
- Reference to labelling, stereotyping, social stigma, the deviant career and other concepts central to interactionism.
- Lemert and his work on primary and secondary deviance.
- Becker and his work on labelling and master status.
- Wilkins and the deviancy amplification spiral.
- 'typical offender'; Cicourel.

- Gender bias and criminal justice, the chivalry thesis; Allen; Flood-Page.
- Evidence against the chivalry thesis; Box; Buckle and Farrington; Steward; Farrington and Morris.
- Double standards in the criminal justice system; Smart; Walklate; Heidensohn; Carlen.

- Evidence of racism in the criminal justice system, for example:
 - Policing and stops and searches; Phillips and Bowling; Newburn; Boorah.
 - Arrests, cautions and DNA; Phillips and Bowling.
 - Prosecuting and sentencing; Phillips and Brown; Mhlanga.
 - Canteen culture; Waddington.

- Expect to see specific criticisms/evaluation of points raised.
- Interactionists unable to explain the origins of the act.
- The work of Lea and Young and who are the perpetrators of crime.
- Labelling not able to explain all crime and deviance.
- Marxist evaluation re power and social structures.
- Any other relevant point.

Band	AO1 element 1a & 1b	AO2 element 1a	AO3 strands 1-3
4	11-13 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	11-13 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.	12-14 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	7-10 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	7-10 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.	8-11 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	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	4-6 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.	4-7 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 No relevant sociological point.	0 marks No relevant sociological point.	0 marks No relevant sociological point.

Option 2 – Health and Disability

2. (a) (i) Explain the meaning of illness. [10]

Answers should include an accurate definition and knowledge points for band 3 AO1. Points should be supported with examples and/or evidence with clear explanations for band 3 AO2.

Indicative content:

- A clear definition of illness. This may take a number of forms e.g. Traditional medical view - when a person is outside the normal boundaries of 'healthy'. Positive view held by WHO including lacking a wider sense of well being. Lay model – an inability to perform normal daily activities; Blaxter.
- Ethnic differences in defining illness; Howlett et al.
- Illness with a moral dimension; Conrad.
- Illness as a relative concept.
- Distinction between illness and disease; Eisenberg.
- L'Esperance and 'hysteria'.
- Impact of illness on the NHS as illness varies over time.
- Sick role linked to illness; Parsons.
- Any other relevant point.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>
3	4 marks Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/evidence relating to the context of the question.	5-6 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the question.
2	2-3 marks Answers demonstrate some knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the question	3-4 marks Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the question.
1	1 mark Answers demonstrate basic knowledge and understanding of sociological theories/concepts/evidence relating to the context of the question.	1-2 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the question.
	0 marks No relevant sociological point.	0 marks No relevant sociological point.

2. (a) (ii) Using sociological evidence and examples, explain problems with the accuracy of statistics on health and disability. [20]

AO1 band 4 answers will contain accurate knowledge points one of which will be accurate definitions of the terms. For band 4 AO2, answers should demonstrate sound understanding through detailed examples and/or supporting evidence.

Indicative content:

- Differing definitions on health, disease, illness and disability e.g. having a disease and not being ill; Blaxter.
- Mortality rates and how death certificates are completed.
- Morbidity rates and problems with measurement e.g. issues with self-reporting, issues with using measures such as visits to doctors and hospital attendance.
- Differing levels of illness reporting including class differences; Sen.
- The 'illness iceberg'; Freund and McGuire.
- Health belief model and visiting the doctor; Becker.
- Collecting data on 'ethnicity' problematic with differing definitions used between studies; Bradby.
- Difficulty of measuring ethnic minority health affected by a different demographic profile with a higher proportion of younger people.
- Artefact approach and inequalities in health as a construct of the measurement process; Berg; Beckett.
- Labelling and illness; Freidson.
- 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 No relevant sociological point.	0 marks No relevant sociological point.

2. (b) Assess sociological theories of health and illness. [40]

Answers will make judgements of the worth of concepts, 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:

The response may include:

- Assessment of the biomedical model of health and illness – using concepts such as scientific, biological, mind-body dualism and technology. Jewson – the three stages of the development of modern medicine; Sheeran – in many cases health and illness is realistically related to biological factors; the biomedical model is a positivist approach to understanding health and illness.
- Assessment of the social model of health including the social construction of health and illness; Taylor.
- Assessment of the Marxist approach and Renaud's view that medicine is linked to capitalism.
- Health and illness shaped by the ideology of capitalism; Navarro.
- Assessment of Interactionist perspectives on health and illness; Rosenberg.
- Liberal feminism and explanations of inequalities of health between men and women in terms of health standards, status in the medical professions, lack of power over women's health.
- Socialist feminism, linking Marxist and feminist arguments, how medicine supports capitalism; Doyal.
- Radical feminism and how patriarchal mechanism acts as an agent of social control over women; Ehrenreich; Ehrenreich and English.
- Assessment of feminist explanations.
- Postmodern approaches to health; Bury.
- Assessment of any other relevant theory.
- Any other relevant point.

Band	AO1 element 1a & 1b	AO2 element 1a	AO3 strands 1-3
4	11-13 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	11-13 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.	12-14 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	7-10 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	7-10 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.	8-11 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	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	4-6 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.	4-7 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 No relevant sociological point.	0 marks No relevant sociological point.	0 marks No relevant sociological point.

2. (c) Discuss the relationship between ethnicity and health. [40]

Answers will make judgements of the worth of concepts, 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 ethnicity influences health inequalities in the contemporary UK.
- There should be reference to and examples of, the notion of inequalities.
- Definitions of ethnicity and the importance of discussing a range of different ethnic groups.
- Reference to statistical data on ethnicity and health and illnesses from the ONS.
- Health statistics Quarterly or Cabinet Office, but according to Bradby may be problem of collecting relevant data.
- Racism – institutional or direct in the NHS.
- Reference to Reports such as the Black Report, the Acheson Report, the Wanless Review and the Marmot Review.
- Ethnic inequality and the experience of Covid 19.
- Life chances linked to Weberianism.
- Nettleton including the influence of technology.
- Nazroo and Karlsen – inequalities linked to racism.
- Specific criticisms/evaluation of points raised.
- Evaluation by the new right linked to the work of Murray.
- Health inequalities are also linked to class and gender.
- 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.
- Class health inequalities such as cultural factors including diet; Roberts et al; smoking; ONS; alcohol consumption; Fone et al; leisure and lifestyle; Roberts et al. Material factors and the role of poverty; Shaw; Shaw, Dorling and Davey-Smith; Dobson.
- Marxists for example Doyle and Doyle and Pennell – ill health inequalities linked to social and economic conditions.
- Reference may be made to relevant and recent political, social or public debate in relation to issues of ethnicity and health and illness.
- Any other relevant point.

Band	AO1 element 1a & 1b	AO2 element 1a	AO3 strands 1-3
4	11-13 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	11-13 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.	12-14 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	7-10 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	7-10 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.	8-11 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	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	4-6 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.	4-7 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 No relevant sociological point.	0 marks No relevant sociological point.	0 marks No relevant sociological point.

Option 3 – World Sociology

3. (a) (i) Explain the meaning of dependency in the developing world. [10]

Answers should include an accurate definition and knowledge points for band 3 AO1. Points should be supported with examples and/or evidence with clear explanations for band 3 AO2.

Indicative content:

- There should be a clear definition of dependency.
- There may be reference to key ideas from dependency theory such as:
 - The origins of dependency theory and colonialism; Frank.
 - Neo-colonialism and TNC exploitation; Frank; Bakan.
 - Examples of TNC exploitation; Union Carbide.
 - Primary products; Frank; Hayter.
 - Dependency, aid and the debt crisis; Hayter; Hancock.
 - Role of urbanisation according to dependency theorists; Roberts; Cohen and Kennedy.
- Any other relevant point.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>
3	4 marks Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	5-6 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/question.
2	2-3 marks Answers demonstrate some knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/question	3-4 marks Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/question.
1	1 mark Answers demonstrate basic knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	1-2 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/question.
	0 marks No relevant sociological point.	0 marks No relevant sociological point.

3. (a) (ii) Using sociological evidence and examples, explain the relationship between gender and inequality in the developing world. [20]

AO1 band 4 answers will contain accurate knowledge points. For band 4 AO2, answers should demonstrate sound understanding through detailed examples and/or supporting evidence.

Indicative content:

- Answers may refer to measurements/statistics of gender inequality.
- There may be reference to examples of gender inequalities in the developing world.
- There may be reference to sociological explanations of gender inequality such as:
 - Modernisation theory and the effects of culture; Boserup.
 - Women viewed as inferior to men; Foster-Carter.
 - Women as a 'fifth world'; Steinem.
 - Patriarchy and development; Neumayer and Plumper.
 - Marginalisation thesis; Abbott and Wallace; Delphy and Leonard; Wichterich.
 - Exploitation thesis/ Marxist-feminist explanations; Mies; Deere; Van Allen.
 - Postmodern-feminist approaches; Hunt; Mohanty
- The increasing inequality of women in some areas of the developing world; Van der Gaag.
- 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 No relevant sociological point.	0 marks No relevant sociological point.

3. (b) Assess sociological theories of inequality in the developing world [40]

Answers will make judgements of the worth of concepts, 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

Answers may include a discussion of:

- Modernisation theory such as Rostow's stage theory of development.
- Evaluation of modernisation theory such as ethnocentrism, ecological limits and social damage.
- Marxist ideas, for example, dependency theory and the origins of dependency, colonialism and neo-colonialism; Frank.
- Economies of developing countries are dependent on developed nations through over concentration of primary products, tariffs and quotas and inequalities resulting from inflation in Western economies; Frank; Hayter.
- World systems theory; Wallerstein.
- Evaluation of Marxist theories such as overemphasis on economics and benefits to developing nations.
- Neo-liberalist views such as the importance of TNC investment; Bauer.
- Evaluation of neo-liberalist approach such as exploitation of developing countries.
- Ecological and people-centred theories of development.
- Evaluation of ecological and people-centred theories such as small-scale, ignoring wider structural contexts.
- Any other relevant point.

Band	AO1 element 1a & 1b	AO2 element 1a	AO3 strands 1-3
4	11-13 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	11-13 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.	12-14 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	7-10 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	7-10 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.	8-11 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	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	4-6 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.	4-7 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 No relevant sociological point.	0 marks No relevant sociological point.	0 marks No relevant sociological point.

3. (c) Discuss the influence of globalisation on the developing world [40]

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

Indicative content:

- Expect to see a clear exposition of what is meant by globalisation - Cohen and Kennedy; Cochrane and Pain. The ideas of Hutton, Giddens and Mulgan might also be used.
- The debates of the Globalists -optimists and pessimists may be used as well as the ideas of the traditionalists and the transformationalists.
- Expect to see some relevant statistical data – UNESCO, World bank.

Economic impact –

- Positive:
 - The new international division of labour; Frobel.
 - Growth of international trade – GATT and the World Trade organisation.
- Critical:
 - Transnational corporations and exploitation.
 - McDonaldisation - Ritzer –
 - Economies of developing countries which are dependent on developed nations through over concentration on primary products, tariffs and quotas.
 - The impact of economic globalisation on the position of women in undeveloped countries; Sassen.
 - Impact of globalisation on migration; Brah, Mac an Ghaill and others.

Cultural impact –

- Positive:
 - Ideas of a global village – pluralism.
- Critical:
 - Cultural imperialism; Steven – linked to patterns of ownership but opposed by those who argue local and national cultures still predominate; Cohen and Kennedy.

Political impact –

- Positive:
 - Emergence of global politics. - such as G8, EU and NATO. - growth of international bodies - pluralist view re international global rules. - arguments of the transformationalists that there has been a reconfiguration of rather than a loss of state power.
- Critical:
 - The need for global controls as opportunities for cross-border crime escalates.
- Responses to globalisation – fatalistic, welcoming and resistance; Seabrook.

- Reference should be made to relevant and recent political, social or public debate regarding issues related to globalisation.
- Any other relevant point.

Band	AO1 element 1a & 1b	AO2 element 1a	AO3 strands 1-3
4	11-13 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	11-13 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.	12-14 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	7-10 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	7-10 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.	8-11 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	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	4-6 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.	4-7 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 No relevant sociological point.	0 marks No relevant sociological point.	0 marks No relevant sociological point.