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# **GCE A LEVEL MARKING SCHEME**

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**AUTUMN 2020**

**A LEVEL  
SOCIOLOGY - COMPONENT 3  
POWER AND STRATIFICATION**

**A200U30-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2020 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

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

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

**EDUQAS A LEVEL SOCIOLOGY**  
**COMPONENT 3 - POWER AND STRATIFICATION**  
**AUTUMN 2020 MARK SCHEME**

**Section A**

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

Answers should 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 social classes.
- Reference may be made to theories such as Marxism, Weberianism, postmodernism and the New Right.

Areas of social life that may be highlighted include:

**Work:**

- Marxist/neo-Marxist explanations of access to employment linked to the concept of social closure
- reserve army of labour linked to work of Barron and Norris
- dual labour market linked to Barron and Norris
- Weberian explanations such as those related to status and power as well as economic classes. Linked to unequal life chances for example the work of Hills and the National Equality Panel
- class inequalities in relation to access to employment

**Families and households:**

- families as an agent of socialisation and their role in reproducing social class inequalities – linked to work of Bourdieu and Reay
- effect of social class on families - Sullivan
- the work of the Sutton Trust Charity and child development and social class
- reserve army of labour linked to work of Barron and Norris
- Dual labour market linked to Barron and Norris
- Murray and the new right and work on families and the underclass

**Education:**

- Patterns of achievement linked to social classes and which identify inequalities rather than just differences
- class inequalities linked to material and cultural deprivation and the work of Howard, Tanner and others
- differential experiences and inequalities - Skelton
- educational inequalities linked to class and to the work of Smith and Noble
- skilled choosers

**Health:**

- patterns of inequalities in statistics, such as the ONS, with reference to mortality and morbidity
- Health Survey for England
- material factors – studies such as Arber and Thomas and Popay and Bartley
- health inequalities and class – Marmot Review

**Crime and deviance:**

- class inequalities in relation to offending
- class inequalities in relation to victimisation
- law enforcement linked to the work of Chambliss
- capitalism and criminality linked for example to the work of Bonger and also to that of Gordon
- white collar and corporate crime linked to the work of Snider and Croall.

**Media:**

- representation of social class in the mass media
- Dodd and Dodd
- Newman
- Owen and the portrayal of chavs
- Devereux – the 'happy' poor versus those on social benefits
- Examples such as Coronation Street, Eastenders and /or the Royle Family may be used

Expect to see other areas of social life being used such as politics and/or world sociology.

- reference may be made to relevant and recent political, social or public debate regarding issues related to social class inequalities
- any other relevant point

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

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

Indicative content:

- Expect to see evaluation of Marxist explanations of social inequality.
- Expect reference to neo-Marxism as well as traditional Marxism.
- Reference may be made to Marxism and neo-Marxism as conflict theories.

Expect to see some of the following:

- detailed exposition of Marxist explanations of social inequality including traditional Marxism and neo-Marxism
- expect to see reference to the work of Marx and of Marx and Engels
- the notion of the base and superstructure as espoused by Althusser
- social inequalities and power linked to the work of Miliband and Poulantzas
- ruling class ideology and false class consciousness
- the work of Bourdieu on cultural, social and economic capital may be used
  
- alternative explanations/theories of social inequalities may be considered in evaluation such as: functionalist explanations of inequalities, feminist explanations, postmodernism and Weberian/neo-Weberian explanations
- reference may be made to the notion that traditional Marxism is now dated
- notion that power is distributed between a range of groups in society
- the critique of Marxist economic analysis by Weber and Weberians
- reference to primary and secondary labour market linked to the work of Barron and Norris
- opportunities via education and employment to improve life chances
- there may be reference to the work of Giddens and structuration
- black underclass linked to the work of Rex and Tomlinson
  
- reference may be made to relevant and recent political, social or public debate regarding issues related to social inequalities
  
- any other relevant point.

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

### 1.3

Discuss the view that some ethnic groups experience greater social inequality than others. [40]

Answers will make judgements of the sociological concept, theory, or sociological debate. The answer will focus on the debate in the question. Credit will be given to the effective use of supporting sociological evidence/theories and concepts. Where answers demonstrate all abilities to the highest standard then they will be consistent with Band 4. 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 should demonstrate a discussion of the view that some ethnic groups experience greater social inequality than others
- reference should be made to the notion of greater
- a clear distinction should be made between different ethnic groups (minorities and majority)
- expect to see reference to the importance of not 'lumping' all ethnic groups together
- expect to see an evaluation of theories such as Weberian/neo-Weberian, Marxism/neo-Marxism, postmodernism and feminism and theories of racism being used to explain ethnic inequalities

#### Expect to see some of the following:

- migration and assimilation – Park critiqued by Richardson and Lambert
- Marxist explanations for example Castles and Kosack and economic migration
- Weberian/neo-Weberian explanations such as Barron and Norris - dual labour market
- Platt and her work on poverty amongst minority ethnic groups
- Gibney, Garner and links to asylum seekers and refugees
- Bielewska – research on Polish migrants in Manchester
- Sewell and his research on black Caribbean boys and link to lone parents
- Institutional racism – Macpherson Report
- canteen culture linked to the work of Skolnick
- Bowler and her work on midwives
- Karlsen and Nazroo – linked to racial harassment and poor health
- Amin and his work on communities
  
- link between ethnicity and gender
- women from some ethnic groups less likely to attend pre -natal clinics due to intimidation/language and/or female doctor may not be available
- Archer and Francis and their work on the aspirations of Chinese parents
- Modood and his work on the attainment of minority ethnic groups on FSMs
- Strand and his work on the achievement of white males
- Murray and the new right
  
- reference may be made to relevant and recent political, social or public debate regarding issues related to ethnic inequalities – such as employment, housing, refugees and education
  
- any other relevant point



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

## Option 1 Crime and Deviance

**2.1** Deviance can be good for society. Explain, using sociological evidence, why some sociologists hold this view. [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:

- linked to the work of functionalists
- linked to the work of Durkheim and to the idea that crime is inevitable and apparent in all societies
- crime reinforces social solidarity linked to Durkheim, it helps to maintain a value consensus
- to enable people to understand where the boundaries are, linked to the work of Erikson
- to help promote social change
- the work of Merton might be used in relation to cultural goals
  
- any other relevant point

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

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

Indicative content:

- answers should demonstrate an understanding of realist explanations of crime and deviance
- explanations should evaluate left and right realism

Expect to see some of the following:

- expect to see the similarities between left and right realism evaluated
- the notion of the typical criminal
- the effect of crime and deviance on communities linked to the work of Matthews and Young
- a challenge to traditional explanations for over-romanticising criminal and deviant behaviour
- both argue other explanations do not offer solutions
- expect to see the differences between left and right realism evaluated
- Right realism and the work of Wilson
- Wilson and Hernstein linked to the notion of a biological element to criminal behaviour
- Wilson and Kelling
- Wilson and the broken window theory
- underclass theory and the work of Murray
- control theories linked to Hirschi
- Left realism – Lea and Young
- marginalisation and relative deprivation
- crime is linked to social inequality
- the significance of white collar and corporate crime
- Snider and the focus on street crime to the exclusion of the crimes of the ruling class
- the square of crime linked to the work of Matthews and Young
- structural causes of crime
- underclass theory and the work of Murray
- control theories linked to Hirschi
- evaluation may also come from interactionism, feminisms and Marxism
- reference may be made to relevant and recent political, social or public debate
- any other reasonable point.

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

## 2.3

Discuss the view that official crime statistics are a true picture of crime and deviance 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 reference to ways of collecting official statistics
- reference is likely to be made to police recorded crime
- reference is likely to be made to the British Crime Survey and other victim based studies

Expect to see some of the following:

- statistical data from the police recorded crime and links to gender and ethnicity
- types of crimes covered by the statistical data such as burglary, theft, handling stolen goods and car crime
- the amount of crimes actually reported linked to the work of Bottomley and Coleman
- percentage of car thefts reported compared to vandalism
- expect to see they are up to date
- standardised data
- it's possible to identify patterns and trends
- they cover the whole country so no issues of sampling
- functionalists find the social facts they provide as useful
- new right agree with functionalists as to the usefulness and accuracy of police statistics
- right realists also accept the data
- evaluation in terms of official statistics as socially constructed linked to interactionists and to labelling
- dark figure or hidden figure of crime – linked to unrecorded crime
- under reporting of white collar crime
- victimless crimes
- left realists agree police data is useful especially when supported by data from victim surveys
- crimes committed against organisations such as the inland revenue – linked to the idea that these may be more serious than petty crime of shop-lifting or car crime linked to ideas of Marxists
- crime committed by large organisations such as tax evasion (Google, Amazon, Starbucks) - Croall
- crimes committed during legitimate work for example fraud, computer crime insider dealing are often not included – Sutherland, Croall
- corporate and state crime not included such as pollution, Michalowski and Kramer
- discretion of the police to record reported crimes or not linked to the work of Simmons and Dodd
- left realists are critical of official crime statistics as not providing a true picture of all crime
- repeated offences against the same person recorded as one offence linked to the work of Maguire

- extent to which official crime statistics are either reliable or present a valid picture of crime committed
- systematic bias of police crime statistics linked to the work of Patrick
- reference may be made to recent and relevant political, social or public debate regarding issues in relation to crime and deviance
- any other relevant point.

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

## Option 2 Health and Disability

**3.1** Gender influences health and illness. Explain, using sociological evidence, why some sociologists hold this view. [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 males and females
- reference may be made to relevant statistics
- feminists such as Graham,
- reference to the work of Waldron
- the work of Annandale and Field is relevant
- Katz and Lyng and risk taking of young males
- pregnancy and the work of Oakley and of Roberts
- evidence from Perron and older males
- reference might be made to the work of Arber and Thomas
- any other relevant point.

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

Either,

3.2 Evaluate the role of health professionals 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 reference to functionalism, feminism, Weberianism, Marxism and possibly the work of Foucault
- expect definitions of health professionals including reference to their power and status
- reference to functionalism and health professionals
- reference to the work of Parsons and also to that of Barber
- shared traits of health professionals including theory, training and ethics

Expect to see some of the following:

- evaluation of the functionalist approach by Weberians
- Friedson and the Weberian notion of social closure
- Turner's evaluation of the functionalist approach from a Weberian perspective linked to the notion of monopolistic control
  
- occupational closure and gender inequalities linked to the work of Witz
- the control of women linked to the work of Oakley and Roberts
- the medicalization of some female problems linked to the work of Lupton
- reproduction and childbirth has been medicalised linked to the work of Doyal and to the work of Abbott and Wallace
- the medical profession no longer male dominated – numbers of females entering the health professions
  
- the ruling class maintain their power and control in a capitalist society through professions such as the medical profession and health workers linked to the work of Navarro
- the role of the health professions in maintaining a healthy workforce
- but most health professionals genuinely want to help people to be healthy
  
- the notion that knowledge is power linked to the work of Foucault
- the role of the health professions in relation to sexuality and sexual identity linked to the work of Weeks and others
- the challenge to health professions by the rise of complementary and alternative therapists linked for example to the work of Cant and Sharma
- the work of Illich and the notion of iatrogenesis may be used
- reference may be made to recent political, social or public debates
- any other relevant point.



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

Or

3.3 Discuss the view that social class influences health and illness in the contemporary UK. [40]

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

Indicative content

- expect to see assessment of the view that social class influences health inequalities in the contemporary UK.
- there should be reference to the notion of –influences –.
- reference to statistical data on life expectancy and specific illnesses from the ONS, Health Statistics Quarterly or Cabinet Office may be made
- Marxist and neo/Marxist theories are likely to be used as well as Weberian and neo-Weberian

Expect to see some of the following:

- reference to Reports such as the Black Report, the Acheson Report, the Wanless Review and the Marmot Review
- definitions of social class
- life chances linked to Weberianism
- the work of Nettleton linked to life expectancy of the working classes and their susceptibility to major illnesses as a result of material factors
- the work of Shaw and Davey Smith and the link to regional areas of deprivation, linked to social class
- material factors such as housing, diet and working conditions Martin, Lobstein. Latter linked to cost of healthy food
- reference may be made to the access by the working classes 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 working classes 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
- evaluation by new right – linked to work of Murray
- health inequalities also linked to gender and ethnicity
- negative view of health of the working class – Annandale and Field. More fatalistic and lower expectations
- working classes likely to engage in risky behaviour as a rational response to their circumstances. Supported by Graham's research on working class women
- reference should be made to recent and relevant political, social or public debate regarding issues in relation to health in the contemporary UK
- reference may be made to relevant and recent political, social or public debate
- any other relevant point.

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

### Option 3 Power and Politics

4.1 Power is linked to wealth. Explain, using sociological evidence, why some sociologists hold this view. [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 Marxism/neo-Marxism
- expect an explanation of capitalism linked to Marxism
- reference to Gramsci and hegemony may be made
- reference to Miliband and Poulantzas
- any other relevant point.

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

Either,

4.2 Evaluate sociological explanations for the development of new social movements. [40]

Answers will make judgements of the sociological concept, theory, controversy 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 new social movements
- expect to see competing explanations such as Marxist and postmodernist
- expect to see a definition such as that of Hallsworth or Starr
- there may be a distinction between NSMs and OSMs but the focus should be on NSMs
- the emphasis should be on the development of NSMs, a distinction may be made between offensive and defensive NSMs

Expect to see some of the following:

- Hetherington – the Bunde – a type of defensive NSM. Focused on resistance to global capitalism
- offensive NSMs are concerned with the defending the rights of marginalised groups
- demographic profile – young and middle class, post materialist values of those involved
- role of the social media in the development of NSMs
- Marxist – Habermas - NSMs are a way of protecting rights in a capitalist society and Touraine – NSMs are concerned with knowledge in a postindustrial society
- Marcuse - NSMs are a result of the alienation experienced in a world of mass culture. It provides people with a counter-culture
- Beck linked to the notion of the increasing risk in a global world
- Crook – links NSMs with postmodern ideas re consumption and re identity
- construction of identity politics including personal development, emotional openness and collective responsibility
- Faulks and the notion of the rejection of the state but also the view that members of NSMs should not be all 'lumped' together. He argues NSMs have had a big impact on British politics
- Diani and his views on the characteristics of NSMs for example informal, sense of identity and opposition to mainstream politics
- Cohen and Rai – critical of those who distinguish between OSMs and NSMs
- Giddens and his work on reflexivity – people trying to ensure those with power behave responsibly as they reflect on the realities of the world
- relevant examples could be used such as eco warriors, reclaim the night, occupy and farm to table
- reference may be made to recent political, social or public debates in relation to the development of NSMs
- any other relevant point.

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

Or

**4.3** Discuss the view that class alignment no longer influences voting patterns in the contemporary UK. [40]

Answers will make judgements of the sociological concept, theory controversy 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 reference to and a definition of class alignment
- emphasis should be on - no longer influences –
- an outline of voting in relation to class
- reference is likely to be made to the work of Butler and Stokes and class alignment
- political socialisation in relation to class alignment
- the issue of deviant voters linked to the work of McKenzie and Silver, Butler and Rose and Goldthorpe

Expect to see some of the following:

- discussion will involve a consideration of class dealignment
- reference to those who favour this view including Sarivick and Crewe
- analysis of voting based on work of Denver et al
- reference to the Alford index
- reference to the changes in the class structure linked to the work of Heath
- reference to party images
- evaluation from recent voting trends and issues of young people and the Corbyn effect
- the question of realignment linked to the election of 1997 and the work of Crewe and Thompson
- non class divisions such as housing, regional and trade union membership linked to the work of Evans et al
- reference may be made to recent political, social or public debates in relation to class alignment
- any other relevant point.

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



## Option 4 World Sociology

**5.1** Employment practices in Less Economically Developed Countries are in need of reform. Explain, using sociological evidence, why some sociologists hold this view. [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

- expect a consideration of low pay
- long hours
- the role of TNCs
- reference to the lack of proper and detailed records by governments as well as TNCs
- poor industrial relations and lack of Trade unions
- the work of Klein might be used
- the work of feminists such as Aulakh
- examples from Primark, Rana Plaza
- any other relevant point.

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

## 5.2

Evaluate the usefulness of dependency theories in understanding developing countries. [40]

Answers will make judgements of the sociological concept, theory controversy 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 dependency theory
- Marxist/neo Marxist ideas and dependency – exploitation of countries via neo-colonialism and imperialism
- Frank and the origins of dependency; colonialism/neo-colonialism. Counter criticisms re way in which Frank defined dependency. Also Goldthorpe's argument re the benefits of colonialism

Expect to see some of the following:

- world trade and the legacy of colonialism – extraction of raw materials, focus on a few products, tariffs. For example Shell and RTZ
- Hayter's argument re underdevelopment
- relationship of the metropolitan and indigenous bourgeois
- Hoogwelt – the economics of the developed and the underdeveloped countries become inextricably linked
- the exploitative relationship between the TNCs and the underdeveloped countries – Cardoso. Counter arguments
- failure also of TNCs to pay appropriate wages and provide good conditions
- the use of sweatshops by western companies such as Primark.
- the problem of aid (Fredrik Erixon,) despite millions of dollars in aid African countries are poorer not richer
- counter criticisms such as Cassen's study arguing that aid can be effective in solving global inequalities
- arguments of Roberts and Hite re Frank's failure to acknowledge the way exploitation rates have changed over the years
  
- expect to see an evaluation of alternative theories and ideas such as Rostow and the role of modernisation in development
- criticisms of the generic claims about the damage of aid and debt such as those made by Gereffi or Evans
- the notion of World systems theory as opposed to dependency used to criticise Marxist ideas about global inequalities
  
- sociological research and examples referred to should be used to support lines of discussion
- reference should be made to relevant and recent political, social or public debate regarding issues related to dependency
- any other relevant point.

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

### 5.3

Discuss the view that gender is the main cause of inequalities in developing countries. [40]

Answers will make judgements of the sociological concept, theory controversy 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 range of feminist writers
- a comparison of males and females is likely to be made in relation to a range of areas such as employment, education, income and power and status
- statistical data may be cited particularly re education and employment

Expect to see some of the following:

- women worse off than men across LEDCs linked to the work of Leonard
- status given to males in some countries and the continuing practice of the infanticide of girl babies, genital mutilation and early marriage linked to the work of Schalkwyk
- Leonard's work linked to dependency theory
- women's role in the survival of families linked to the work of Leonard as well as Hay and Sticher
- the education of women linked to Adamson
- women's double shift linked to the work of Harrison
- the work of Foster-Carter is likely to be used in relation to women's exclusion from public life in some countries
- global approach linked to the work of Cohen and Kennedy
- women's employment in TNCs linked to the work of Elson and Pearson
- women more likely to accept low wages linked to the work of Deere and of Van Allen
- women and girls and issues of poverty linked to the work of Neumayer and Plumper
- women's sexuality used in conflict linked to work of Sahgal
  
- critique of western feminists who impose western values and interpretations onto people in LEDCs linked to Abbott and Wallace
- arguments re wearing of the veil
- social class more important than gender – the gap between rich and poor in many LEDCs is inhibitive to development
- men's wages have not trickled down to women as modernization theorist said they would linked to Leonard
- aid is not gender neutral – foreign aid mostly targeted at men or through men
- reference may be made to relevant and recent political, social or public debate
- any other relevant point.

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