



GCE A LEVEL MARKING SCHEME

SUMMER 2018

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

A200U30-1

INTRODUCTION

This marking scheme was used by WJEC for the 2018 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**

SUMMER 2018 MARK SCHEME

Section A

Compulsory question

1. (a) Identify evidence of inequality 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

Education – for example:

- class inequalities linked to material and cultural deprivation
- labelling linked to Becker
- gender inequalities linked to girls’ aspirations and treatment of girls in school –Lees, Sharpe
- streaming, setting and processes inside schools - Mirza, Fuller, Mac an Ghail
- educational achievement - Francis
- laddism and ladettes – Jackson
- masculinities linked to boys’ underachievement - Sewell
- differential experiences and inequalities - Skelton
- ethnicity and achievement - Gilborn and Mirza

Crime and deviance – for example:

- patterns of offending, official police statistics, British Crime Survey and prison populations linked to gender, class, age and/or ethnicity
- labelling, stop and search, patterns of policing - Hall
- Taylor, Walton and Young, Phillips and Bowling
- Heidensohn, Adler, Smart, Croall
- Messerschmidt, Katz, Lyng, Winlow, Cicourel

Health – for example:

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

Work – for example:

- patterns of inequalities in statistics, such as the ONS, with reference to job levels and occupations
- gendered pay – statistics from Cranfield School of Management
- reserve army of labour – Beechey
- Women and Work Commission and the work of the EOC
- vertical and horizontal segregation, the glass and the concrete ceiling
- the dual labour market theory linked to the work of Barron and Norris
- immigrant workers linked to the work of Castles and Kosack

Any other relevant point.

Examples and evidence from other areas such as families and households, youth culture and media may also be used

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

Either,

1. (b) Evaluate feminist explanations of social inequality. [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 a range of feminist explanations such as liberal, Marxist, radical and difference feminists.
- Answers should focus on an evaluation of feminist explanations to an understanding of social inequalities.
 - patterns of crime in relation to gender – ONS, CSEW, victim surveys
 - gendered nature of work – Cranfield School of Management, EOC, Fawcett Society

Liberal feminism:

- inequalities in the implementation of the law such as equal pay
- campaigns for equal opportunities for example in education - WISE
- campaigns against sexism in for example the media
- the work of Walby might be cited
- also the work of Oakley in relation to gender roles in the family
- Liberal feminists tend to focus on changing laws which are predicated on underlying patriarchal structures
- they do not explain the exploitation of women linked to the work of Abbott
- they campaign for changes which do not address the oppression and exploitation of women linked to the work of the Marxist feminists

Marxist feminism

- the social inequality of women is linked to capitalism
- the work of Benston might be cited in relation to the oppression of women and the unpaid labour they perform in the family
- health inequalities linked to work of Doyal and Pennell
- the poverty of women in developing countries
- too much emphasis on capitalism linked to the work of Abbott
- fails to address issues of race and ethnicity linked to the work of black feminists
- they neglect issues of violence against women linked to the work of radical feminists

Radical feminism

- radical feminists argue that society is patriarchal and women are exploited and oppressed within it
- the work of Shulamith Firestone, Mary Daly and Andrea Dworkin might all be referred to
- they have contributed to an understanding of domestic violence as well as violence in the public sphere against women
- they tend to view men as the enemy
- they tend to ignore issues of race and ethnicity

Alternative explanations/theories of social inequalities may be considered such as:

- functionalist explanations
- Marxist explanations
- Postmodernist explanations
- Weberian/neo-Weberian explanations

These alternative explanations/theories should not be as add-ons but integrated into the evaluation. In addition they should not form the majority of the answer.

- Any other relevant point.

Reference should be made to relevant and recent political, social or public debate regarding issues related to crime and deviance.

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

Or

1. (c) Assess the view that social class is the main cause of inequality in the contemporary UK. [40]

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

Indicative content

- Expect to see a detailed exposition of the view that social class is the main cause of inequality in the contemporary UK.
- Expect to see evaluation of social class as a main cause of inequality including:
- Explanations of gender and inequality.
- Explanations of ethnicity and inequality.

These should not be as add-ons but integrated into the assessment.

- economic inequality linked to class
 - income inequalities – ONS. Inequality in wealth linked to the work of Cowell
 - wealth and wealth distribution linked to the work of Rowlingson and Mullineux
 - health inequalities and class – Marmot Review
 - Marxist explanations such as cultural capital, Bourdieu, Reay
 - 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
 - educational inequalities linked to class and to the work of Smith and Noble
 - functionalist explanations linked to the work of Davis and Moore
 - gender and inequality – women in the labour market – gender pay gap, horizontal and vertical segregation
 - women and poverty linked to the work of the JRF
 - variations in mobility linked to the work of Li and Devine
 - gender and educational inequality, linked to masculinities as well as class and ethnicity
 - ethnic inequalities in relation to life chances such as work, pay, health and education
- Any other relevant point.

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

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

Section B

Answer **one** of the following options.

Option 1 Crime and Deviance

Compulsory question

2. (a) Delinquent subcultures are usually working class. Explain sociological evidence that supports 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 should be made to at least two writers/evidence. For AO2 band 4 the points made should be explained in the context of the question.

Indicative content

- Reference to those who favour this view including functionalist subcultural theorists such as Cohen and Cloward and Ohlin.
- Status frustration linked to work of Cohen.
- Illegitimate opportunity structure linked to work of Cloward and Ohlin.
- Focal concerns linked to the work of Miller.
- Marxist and neo-Marxist subcultural theorists including the work of Cohen on the skinheads and Hall on black youth.
- Left realist explanations of Taylor, Walton and Young.
- Any other relevant point.

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

Either,

2. (b) Evaluate Marxist explanations of crime and deviance. [40]

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

Indicative content

- Answers should demonstrate an understanding of Marxist and neo-Marxist explanations of crime and deviance.
- There may be reference to theories such as functionalism, feminism and postmodernism but these should not be as add-ons but integrated into the evaluation. In addition they should not form the majority of the answer.

Expect to see some of the following:

- ideological state apparatus linked to the work of Althusser
- repressive state apparatus also linked to the work of Althusser
- law enforcement linked to the work of Chambliss
- capitalism and criminality linked for example to the work of Bonger and also to Gordon
- social control and the work of Box
- white collar and corporate crime linked to the work of Snider and Croall
- Marxist subcultural explanations including the work of Cohen and of Willis
- reference may be made to the work of Hebdige, Hall and other members of the CCCS
- Neo-Marxist explanations from sociologists such as Taylor, Walton and Young

Evaluation may come from:

- right realists such as Wilson, Murray and from Wilson and Kelling
 - feminists such as Heidensohn
 - functionalists such as Parsons and the sex-role theory
 - evaluation of Marxist subcultural theories from Cohen and Cloward and Ohlin
 - the new right and the notion of the inadequate socialisation of the underclass linked to the work of Murray
- Any other relevant point.

Reference should be made to relevant and recent political, social or public debate regarding issues related to crime and deviance

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

Or

2. (c) Assess labelling theory as an explanation of crime and deviance. [40]

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

Indicative content

- Answers should demonstrate an understanding of labelling theory as an explanation of crime and deviance.
- There may be reference to theories such as Marxism and neo-Marxism, functionalism, feminism and postmodernism but these should not be as add-ons but integrated into the essay as part of the assessment. In addition they should not form the majority of the answer.
 - Becker and labelling theory
 - the self-fulfilling prophecy
 - the notion of a master status
 - selective law-enforcement
 - deviant careers linked to the work of Coombs and of Box
 - the research of Young on the hippies
 - Goffman and unintentional deviance
 - Lemert and primary and secondary deviance
 - research of Cicourel – juvenile delinquency in the US
 - expect to see the strengths and weaknesses of labelling theory which should be integrated with the knowledge and understanding of the theory
 - criticisms from Marxists - it doesn't address/explain structures of power in society
 - criticisms from New Left Realists such as Lea and Young
 - Marxists and New Left realists argue it doesn't explain why some people are more likely to be labelled than others
 - fails to explain the original act before it is labelled
 - Liazos argues labelling theory tends to focus on specific crimes and deviant behaviour and ignore for example the crimes of the powerful
 - criticisms from Hirschi and the relationship to age
 - it doesn't consider the causes of deviance but does recognise that breaking the law is a complex social process
- Any other relevant point.

Reference should be made to relevant and recent political, social or public debate regarding issues related to crime and deviance.

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

Option 2 Health and Disability

Compulsory question

3. (a) Cultural factors have a major influence on health and illness. Explain sociological evidence that supports 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 should be made to at least two writers/evidence. For AO2 band 4 the points made should be explained in the context of the question.

Indicative content

- Reference to those who favour this view including Wardle and Steptoe who argue that people from lower social classes engage in risky behaviours.
- Marmot Review – w/c people more likely to smoke and drink.
- Bartley who argues w/class people respond to their poor circumstances in a rational way.
- Graham linked to women who smoke to stave off their hunger.
- Graham and Blackburn linked to their work on low income mothers who smoke and who have psycho-social health issues.
- The behavior of individuals such as smoking and alcohol consumption.
- Any other relevant point.

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

Either,

3. (b) Evaluate the social model of disability. [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

- The social model of disability should be explained in detail
 - expect definitions of disability
 - people with impairments may be excluded by the social environment for example access, transport
 - work of Hyde
 - the view that there are social barriers that prevent people with impairments from being included in society - Oliver
 - disability is socially constructed Oliver, Shearer
 - the attitudes and beliefs of the non-disabled often exclude those with impairments Shearer
 - disability the product of a capitalist society – Finklestein
 - capitalism gains by maintaining a distinct nature of disability – Albrecht and Bury
 - disability as influenced by the wider cultural representation of it – Shakespeare
 - the biomedical model
 - evaluation using the bio-medical model of health and illness including the notion of causes and treatments
 - reference could be made to the work of Parsons
 - reference could be made to the work of Freund and McGuire and to Jewson

- Any other relevant point.

Reference should be made to relevant and recent political, social or public debate regarding issues related to disability.

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

Or

3. (c) Assess the view that gender is a major influence on health and illness. [40]

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

Indicative content

- Expect differences to be cited between males and females and morbidity and mortality.
- Expect to see feminist explanations of gender influences on health and illness.
 - expect to see patterns of health and disability between males and females based on the ONS statistics
 - genetics as an influence on health and illness linked to the work of Waldron
 - gender roles as an explanation of gender as a major influence linked to the work of Graham
 - health consequences of domestic labour linked to the work of Popay and Bartley
 - gender as a major influence linked to poverty and therefore to class linked to the work of Wakefield
 - Miller and Glendinning argue that women are more likely to be economically disadvantaged than men
 - risky behaviour undertaken by men linked to the work of Katz, Lyng and to Doyal. For example Lyng's work on edgework.
 - not all males engage in risky behaviour linked to the work of Dolan
 - class is more influential with regard to influences on health and illness linked to the work of Marmot
 - ill health that women experience is really ill health experienced by poor women linked to the work of Wakefield
 - ethnicity an influence on health and illness as well as gender
- Any other relevant point.

Reference should be made to relevant and recent political, social or public debate regarding issues related to gender and health.

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

Option 3 Power and Politics

Compulsory question

4. (a) Voting is no longer based on social class. Explain sociological evidence that supports 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 should be made to at least two writers/evidence. For AO2 band 4 the points made should be explained in the context of the question.

Indicative content

- Expect to see reference to and a definition 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.
- Any other relevant point.

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

Either,

4. (b) Evaluate postmodern explanations of power and politics. [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 detail of the variety of postmodern explanations.
 - reference to the work of Baudrillard and his views on the end of politics
 - it's not possible to make changes through power, it is not unequally distributed just doesn't exist linked to arguments of Baudrillard
 - Lyotard main source of power is knowledge in postmodern societies
 - knowledge possessed by multinationals as well as by states
 - coercive power less important than useful knowledge linked to the work of Lyotard
 - power and politics linked to decline of metanarratives
 - power and politics is likely to become more localised
 - the state is losing power and will lose more in the future
 - fragmentation of politics
 - people more interested in single issues than party ideologies
 - rise of new social movements
 - nature of politics and political power has changed linked to the work of Fraser
 - reference may be made to the Anita Hill case
 - existing institutions are threatened by new ways of thinking and acting linked to the work of Drake.
 - Marxists contest the claims of Baudrillard and others who arguing that there is an end to politics
 - Baudrillard provides no definition of power
 - postmodernists ignore the power of nation states and also of military power
 - postmodernists ignore the importance of nationalism
 - also postmodernists ignore the power of religious metanarratives such as Islam
 - the metanarrative of free capitalism is powerful

- Any other relevant point.

Reference should be made to relevant and recent political, social or public debate regarding issues related to power.

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

Or

4. (c) Assess the view that power in society is held by elites. [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 distinction between different elite theories.
- Expect to see detailed reference to different explanations of power and the link to elites.
 - explanation of what is meant by elites
 - detailed exposition of classical elite theory linked to the work of Pareto and Musca
 - circulation of elites linked to the work of Pareto
 - iron law of oligarchy linked to the work of Mosca
 - detailed exposition of the conflict elite theory as espoused by C Wright Mills and others
 - notion of three elites – corporations, military and government creating a power elite linked to the work of Mills
 - the work of Williams on the power elite in the UK
 - notion of elite self-recruitment may be used
 - Marxist ideas on the concentration of power
 - Miliband's ideas on elites may be used
 - but democracies exist
 - Culworth and McGovern – electorate are able to exercise some control over elites
 - Weber agrees with Culworth and McGovern
 - pluralist ideas re power and the work of Dahl
- Any other relevant point.

Reference should be made to relevant and recent political, social or public debate regarding issues related to power and elites.

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

Option 4 World Sociology

Compulsory question

5. (a) Women in developing countries are said to lack status and power. Explain sociological evidence that supports 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 should be made to at least two writers/evidence. For AO2 band 4 the points made should be explained in the context of the question.

Indicative content

- Women and employment including status and pay. Deere and Van Allen both argue MNCs prefer women employees because of lower wages.
- Leonard argues foreign aid favours men.
- Women and lack of access to education.
- Reference may be made to the work of Aidan Foster-Carter.
- Neumayer and Plumber and poverty of women and girls.
- Reference may be made to the work of Schalkwyk and the status of women.
- Any other relevant point.

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

Either,

5. (b) Evaluate the contribution of Marxist explanations of development. [40]

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

- A clear exposition of Marxist explanations.
- Links to neo-Marxism, dependency theory and to world systems theory.
 - Marxist ideas and dependency – exploitation of countries via neo-colonialism and imperialism.
 - relationship of the metropolitan and indigenous bourgeois
 - neo-Marxist explanations including the work of Frank and the origins of dependency; colonialism/neo-colonialism
 - Baran's arguments re the ways in which western countries had created a dependency of developing countries on the developed world
 - world trade and the legacy of colonialism – extraction of raw materials, focus on a few products, tariffs. For example Shell and RTZ
 - relationship of colonialism to poverty linked to the work of Harrison
 - reference may be made to the work of some African writers such as Akiwowo
 - Hayter's argument re underdevelopment
 - Hoogwelt – the economics of the developed and the underdeveloped countries become inextricably linked
 - the exploitative relationship between the TNCs and the underdeveloped countries – Cardoso
 - 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
 - Wallerstein and the world system theory
 - counter criticisms re way in which Frank defined dependency. Also Goldthorpe's argument re the benefits of colonialism
 - 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
 - reference may be made to the arguments of Rostow and modernisation theory
- Any other relevant point.

Reference should be made to relevant and recent political, social or public debate regarding issues related to developing countries.

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

Or

5. (c) Assess sociological explanations of the impact of urbanisation on developing countries. [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.

- Expect a detailed knowledge and understanding of urbanisation.
- Expect detail of a range of theories such as those associated with modernity and postmodernism which explain the impact of urbanisation on developing countries.
- Expect examples of particular developing countries.
- Expect to see detail of the positive impact of urbanization as well as the negative impact.
 - detailed exposition of what is meant by urbanisation including references to the development or otherwise of the infrastructure of urban areas for example roads, sanitation and housing
- Positive impact
 - work opportunities and employment in urbanised areas
 - urbanisation leads to the development of the economy linked to the work of Hoselitz
- Negative impact
 - population density in urbanised areas
 - growth of shanty towns
 - demands on health and education in urban areas in developing countries
 - impact of rapid urbanisation in developing countries linked to the work of Davies
 - despite more employment opportunities the cost of living is often higher linked to the work of Potts
 - impact of urbanisation in terms of western culture linked to the work of Hoselitz
 - urbanisation and dependency theory – they argue urbanisation is linked to the underdevelopment of a society
 - wealth becomes concentrated in the urban areas to the detriment of the rural areas, linked to the work of Cohen and Kennedy
 - formation of an underclass as expounded by the modernised theorists
- Any other relevant point.

Reference should be made to relevant and recent political, social or public debate regarding issues related to urbanisation in developing countries.

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

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POWER AND STRATIFICATION
SUMMER 2018 MS/ED