



GCE A LEVEL MARKING SCHEME

SUMMER 2019

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

1200U30-1

INTRODUCTION

This marking scheme was used by WJEC for the 2019 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.

**WJEC A LEVEL SOCIOLOGY - UNIT 3
POWER AND CONTROL**

SUMMER 2019 MARK SCHEME

Option 1 – Crime and Deviance

1. (a) (i) Explain the meaning of social control. [10]

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

Indicative content:

- Expect to see an accurate definition of social control (formal and informal).
- Reference may be made to examples of social control.
- There may be reference to:
 - The role of the police in social control.
 - Left realist views on social control e.g. improving policing, multi-agency approach; Kinsey, Lea and Young.
 - Right realist views on social control e.g. target hardening, surveillance, zero-tolerance; Wilson and Kelling.
 - Marxist views of social control; Gordon.
 - Functionalism and social control; Durkheim, Davis.
 - Feminist views of social control; Heidensohn.
 - Moral panics and social control; Stanley Cohen.
- There may be reference to associated concepts such as crime and deviance.
- Any other relevant point.

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

1. (a) (ii) Using sociological evidence and examples, explain the influence of the media on crime and deviance. [20]

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

Indicative content:

- Extent of crime in the news and patterns of crime news; Williams and Dickinson; Reiner.
- Crime and reality TV; Carrabine.
- Crime fiction; Reiner.
- Factors affecting media representations of crime such as: cycle of newsworthiness, product of news values, agenda setting, sensationalism; Chibnall; Hall et al;
- Media and perceptions of crime; Simmons and Dodd.
- Media and deviancy amplification, folk devils and moral panics; Cohen
- Media and their encouragement of the general population's belief that society is losing traditional values; Furedi
- Coverage of the London riots
- Media's amplification of black muggers in 1970s; Hall
- 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. | 7-8marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question. |
| 3 | 7-9 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question. | 5-6 marks Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question. |
| 2 | 4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question. | 3-4marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question. |
| 1 | 1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question. | 1 -2 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/question. |
| | 0 marks NRSP | 0 marks NRSP |

1. (b) Assess the relationship between gender and crime and deviance. [40]

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

Indicative content:

The focus of the answer should be on the extent to which gender has an impact on crime and deviance.

Answers may make reference to more than one theoretical perspective in the discussion of gender and an evaluation of the view that it impacts on crime and deviance but these will be related directly to the question rather than providing a general overview of explanations of crime.

Candidates may refer to:

- Patterns of male/female criminality, official statistics, victim studies, self-report studies
- Ignorance of female criminality; Smart
- Underestimation of female criminality; Pollak
- Gender bias and criminal justice, the chivalry thesis; Allen; Flood-Page
- Evidence against the chivalry thesis; Box; Buckle and Farrington; Steward; Farrington and Morris
- Double standards in the criminal justice system; Smart; Walklate; Heidensohn; Carlen
- Physiological explanations; Lombroso; Moir and Jessel
- Women, crime and poverty; Carlen
- Women and social control; Heidensohn
- Increase in female crime, liberation thesis; Adler
- Arguments against women's liberation causing female crime; Heidensohn; Young
- Ladette culture; Jackson
- Reference to domestic violence; Dobash and Dobash; Collier; Walklate.
- Masculinities and crime; Messerschmidt; Connell; Willis; Collier; Winlow
- Seductions of crime, edgework; Katz; Lyng
- Other factors that impact on crime and deviance; class, ethnicity, age, place etc.
- Any other relevant point.

| Band | AO1 <i>element 1a & 1b</i> | AO2 <i>element 1a</i> | AO3 <i>strands 1-3</i> |
|------|--|---|---|
| 4 | 11-13 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question. | 11-13 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. These are applied and interpreted in the context of the debate/question. | 12-14 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/ evidence examined. |
| 3 | 7-10 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question. | 7-10 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. Some of which are applied and interpreted in the context of the debate/question. | 8-11 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/ evidence examined. |
| 2 | 4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question. | 4-6 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question. | 4-7 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/ concepts/ evidence examined. |
| 1 | 1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question. | 1-3 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/question. | 1- 3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/ concepts/ evidence examined. |
| | 0 marks NRSP | 0 marks NRSP | 0 marks NRSP |

1. (c) Assess Marxist explanations of crime and deviance. [40]

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

Indicative content:

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

They may make reference to left realism, functionalism, the New Right, feminism and postmodernism.

- Clear exposition of Marxist explanations of crime and deviance. This would include Marxist writers such as:
 - Capitalism as criminogenic; Bonger
 - Ruling class and the law, non-decision-making; Chambliss; Hirst; Davis
 - Capitalism and crime, selective law enforcement; Gordon
 - Corporate crime; Snider; Slapper and Tombs
- The hegemony of the ruling class - Gramsci, Miliband
- Neo-Marxism and the New Criminology; Taylor, Walton and Young; Hall.
- Marxist sub-cultural theory; Brake; Hebdige.
- Criticisms of Marxism such as:
 - Feminist critique of Marxism; Carlen
 - Left Realism; Lea and Young
 - Right Realism; Murray; Wilson.
- Applied use of examples.
- Any other relevant material.

| Band | AO1 <i>element 1a & 1b</i> | AO2 <i>element 1a</i> | AO3 <i>strands 1-3</i> |
|------|--|---|---|
| 4 | 11-13 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question. | 11-13 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. These are applied and interpreted in the context of the debate/question. | 12-14 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/ evidence examined. |
| 3 | 7-10 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question. | 7-10 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. Some of which are applied and interpreted in the context of the debate/question. | 8-11 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/ evidence examined. |
| 2 | 4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question. | 4-6 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question. | 4-7 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/ concepts/ evidence examined. |
| 1 | 1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question. | 1-3 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/question. | 1- 3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/ concepts/ evidence examined. |
| | 0 marks NRSP | 0 marks NRSP | 0 marks NRSP |

Option 2 – Health and Disability

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

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

Indicative content:

- Expect to see an accurate definition of risk behaviour.
- Reference may be made to various risk behaviours such as diet, smoking, alcohol consumption, drug use and sexual activity; Roberts et al; ONS; Fone et al.
- The impact of class, gender, age, ethnicity etc. on engagement in risk behaviour.
- Explanations of risk behaviour such as materialist, cultural, feminist etc.
- Any other relevant material

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

2. (a) (ii) Using sociological evidence and examples, explain the relationship between gender and health and illness [20]

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

Indicative content:

- There should be a clear understanding of gender inequalities in health and illness.
- Expect to see reference to both male and female inequalities.
- There may be reference to gender inequalities such as:
 - Risk behaviour; Lyng.
 - Social deprivation; Miller and Glendinning; Wakefield.
 - Social roles of women; Graham; Popay and Bartley.
 - The gendered nature of depression and stress; Brown; Addis.
 - Differences in morbidity and mortality rates; Bird and Reiker.
 - Anorexia and bulimia; Katzman; Lee.
 - Cosmetic surgery; Balsamo.
 - Inequalities between healthcare professionals; Witz
- There may be reference to feminist explanations of gender inequalities in health and illness such as:
 - Liberal feminist explanations; Oakley.
 - Socialist feminist explanations; Doyal.
 - Radical feminist explanations; Ehrenreich; Ehrenreich and English.
 - Postmodern feminist explanations; Annandale.
- Any other relevant material

| 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 |

2. (b) Discuss sociological explanations of the influence of health professionals on health and illness. [40]

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

Indicative content:

- The traits of a profession; Millerson
- Functionalist approaches, the health professions as a benefit to society; Parsons; Barber
- Criticisms of functionalist approaches; Turner
- Weberian approaches, professionalization as a strategy; Friedson; Parry and Parry; Turner
- Marxist approaches, medicine as an ideological tool of the working class; Navarro; Doyal.
- Feminist approaches, the male domination of medicine; Oakley; Witz; Lupton.
- Post-modernism; Gray; Cadario.
- Contemporary challenges to the medical profession and the role of medicine; Haug; McKinlay and Arches; Carpenter; reference to cases such as Harold Shipman, Ian Paterson; CQC.
- Any other relevant point

| Band | AO1 <i>element 1a & 1b</i> | AO2 <i>element 1a</i> | AO3 <i>strands 1-3</i> |
|------|--|---|---|
| 4 | 11-13 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question. | 11-13 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. These are applied and interpreted in the context of the debate/question. | 12-14 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/ evidence examined. |
| 3 | 7-10 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question. | 7-10 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. Some of which are applied and interpreted in the context of the debate/question. | 8-11 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/ evidence examined. |
| 2 | 4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question. | 4-6 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question. | 4-7 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/ concepts/ evidence examined. |
| 1 | 1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question. | 1-3 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/question. | 1- 3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/ concepts/ evidence examined. |
| | 0 marks NRSP | 0 marks NRSP | 0 marks NRSP |

2. (c) Assess the view that health and disability are socially constructed. [40]

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

Indicative content

- Different definitions of health and disability and factors affecting those definitions e.g. age; Blaxter; Nettleton.
- The social process of recognising and treating illness.
- The social model of health and illness with reference to key ideas of the social model such as:
 - Health and illness as socially constructed. An holistic approach to health and illness. The effect of social factors on health and illness e.g. poverty, referenced in the Black Report 1980; the Acheson Report 1998; the Marmot Review 2010; Illsley.
- The social construction approach to disability; Oliver; Shakespeare.
- Subcultural influences such as ethnicity, age, gender, social class; Krause; Blaxter; Graham.
- The sick-role; Parsons.
- The bio-medical model of health.
- Emergence of complementary medicine; Hardey.
- Any other relevant point

| Band | AO1 <i>element 1a & 1b</i> | AO2 <i>element 1a</i> | AO3 <i>strands 1-3</i> |
|------|--|---|---|
| 4 | 11-13 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question. | 11-13 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. These are applied and interpreted in the context of the debate/question. | 12-14 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/ evidence examined. |
| 3 | 7-10 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question. | 7-10 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. Some of which are applied and interpreted in the context of the debate/question. | 8-11 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/ evidence examined. |
| 2 | 4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question. | 4-6 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question. | 4-7 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/ concepts/ evidence examined. |
| 1 | 1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question. | 1-3 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/question. | 1- 3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/ concepts/ evidence examined. |
| | 0 marks NRSP | 0 marks NRSP | 0 marks NRSP |

Option 3 – Politics

3. (a) (i) Explain the meaning of the term pluralism. [10]

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

Indicative content

- Expect to see an accurate definition of pluralism.
- Classical pluralism; Parsons
- Competition between political parties and interest groups.
- Empirical studies by pluralists; Dahl
- Pluralism and contemporary British politics.
- Elite pluralism; Wyn Grant
- Any other relevant point

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

3. (a) (ii) Using sociological evidence and examples, explain the decline in the public's interest in politics. [20]

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

Indicative content:

- The impact of globalisation on the power of the nation-state.
- The rise of new social movements
- Research by Joseph Rowntree Trust – Power Inquiry (2006). This includes reference to:
 - Reference to turnout in recent elections.
 - Decline in membership in political parties.
 - Rise in new social movements and single issue campaigns.
- The myth of apathy.
- Rise of Corbynism.
- Disenchantment from politics; Stoker.
- Post democracy – Crouch.
- Any other relevant point

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

3. (b) Discuss the relationship between social class and voting behaviour. [40]

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

Indicative content:

- There should be a clear understanding of the relationship between voting behaviour and class.
- Answers should make reference to key ideas relating to class and voting behaviour such as:
 - Class identification.
 - Postmodernism and fragmentation,
 - Party allegiance vs. single issue politics,
 - Class dealignment, deviant voters; Crewe.
 - Consumption cleavages; Heath; Taylor-Gooby.
 - Consumer models of voting; Butler; Himmelweit.
 - Middle-class radicals; Parkin.
- There may be reference to general elections and contemporary politics in the UK, the shift to New Labour, Corbynism.
- Other factors influencing voting behaviour such as:
 - Gender; Childs and Campbell; Norris; Campbell and Lovenduski.
 - Ethnicity; Saggart and Heath; Russell.
 - Regional differences; Clarke et al; Denver et al.
 - Policy preference; Denver; Whiteley et al.
 - Political literacy and tactical voting; Denver et al.
 - Voter apathy; Joseph Rowntree Charitable Trust and the Joseph Rowntree Reform Trust, The Power Inquiry (2006); Stoker.
- Any other relevant material

| Band | AO1 <i>element 1a & 1b</i> | AO2 <i>element 1a</i> | AO3 <i>strands 1-3</i> |
|------|--|---|---|
| 4 | 11-13 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question. | 11-13 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. These are applied and interpreted in the context of the debate/question. | 12-14 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/ evidence examined. |
| 3 | 7-10 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question. | 7-10 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. Some of which are applied and interpreted in the context of the debate/question. | 8-11 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/ evidence examined. |
| 2 | 4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question. | 4-6 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question. | 4-7 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/ concepts/ evidence examined. |
| 1 | 1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question. | 1-3 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/question. | 1- 3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/ concepts/ evidence examined. |
| | 0 marks NRSP | 0 marks NRSP | 0 marks NRSP |

3. (c) Assess Marxist explanations of power in British society. [40]

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

Indicative content:

- The focus of the answer should be on Marxist explanations of the distribution of power in the contemporary UK. Answers may make reference to more than one Marxist explanation in the discussion of the distribution of power in the contemporary UK but these will be related directly to the question rather than providing a general overview of Marxism.
- Marxist explanations of power and the state; Marx and Engels.
- The work of Miliband, Poulantzas
- Neo-Marxist explanations of power; Gramsci; Westergaard and Resler; Urry; Jessop.
- Marxist elite theory
- Reference to alternative theories of power as evaluation such as functionalism, elite theory, state-centred theories of power.
- Any other relevant material.

| Band | AO1 <i>element 1a & 1b</i> | AO2 <i>element 1a</i> | AO3 <i>strands 1-3</i> |
|------|--|---|---|
| 4 | 11-13 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question. | 11-13 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. These are applied and interpreted in the context of the debate/question. | 12-14 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/ evidence examined. |
| 3 | 7-10 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question. | 7-10 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. Some of which are applied and interpreted in the context of the debate/question. | 8-11 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/ evidence examined. |
| 2 | 4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question. | 4-6 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question. | 4-7 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/ concepts/ evidence examined. |
| 1 | 1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question. | 1-3 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/question. | 1- 3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/ concepts/ evidence examined. |
| | 0 marks NRSP | 0 marks NRSP | 0 marks NRSP |

Option 4 – World Sociology

4. (a) (i) Explain the meaning of the term debt crisis. [10]

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

Indicative content:

- Expect to see an accurate definition of the term ‘debt crisis’.
- Examples of the extent and effect of debt in the developing world e.g. Zambia spending more on debt than on its entire education budget in 2004.
- Dependency on cash crops
- Inappropriate spending of loans, corruption.
- Great difficulty facing governance of developing world; Landes.
- Tied aid and structural adjustment plans.
- Debt boomerang; George.
- Any other relevant point

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

4. (a) (ii) Using sociological evidence and examples, explain the relationship between population growth and inequality in the developing world.

[20]

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

Indicative content:

- There should be a clear understanding of world population growth, in relation to both the developed and developing world, including future projections
- Malthusian and Neo-Malthusian explanations of population growth, the 'population explosion' in the developing world; Malthus; Ehrlich
- Modernisation theory and religion and population growth; Harrison
- Modernisation theory and solutions to overpopulation
- Dependency theory and the influence of economic inequality on population growth; Mamdani
- The social context of fertility; Adamson
- The relationship between health and population; Eberstadt; Cohen and Kennedy
- The unequal distribution of resources; Adamson; Hayter
- 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 |

4. (b) Discuss the influence of TNCs on inequality in the developing world. [40]

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

Indicative content

- Answers may include Marxist ideas, for example, dependency theory and the role of TNCs in relation to aid and debt, the origins of dependency, colonialism and neo-colonialism; Frank.
- Economies of developing countries are dependent on developed nations through over concentration of primary products, tariffs and quotas and inequalities resulting from inflation in Western economies; Frank; Hayter
- Trans-national companies forging links with local landed elites; Hoogvelt; Cardoso
- TNCs as 'institutional psychopaths'; Bakan.
- Neo-colonialism and trans-national exploitation such as: Shell in Nigeria, Bhopal, Coca-cola in India and other exploitative practices by TNC's.
- The plantation economy in Jamaica; Elliott and Harvey.
- The role of TNCs in modernisation in development; Rostow.
- The benefits of investment by TNCs such as the creation of infrastructures (Goldthorpe)
- Neo-liberalist views on the importance of TNC investment.
- Ecological and people-centred theories of development.
- Any other relevant point.

| Band | AO1 <i>element 1a & 1b</i> | AO2 <i>element 1a</i> | AO3 <i>strands 1-3</i> |
|------|--|---|---|
| 4 | 11-13 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question. | 11-13 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. These are applied and interpreted in the context of the debate/question. | 12-14 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/ evidence examined. |
| 3 | 7-10 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question. | 7-10 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. Some of which are applied and interpreted in the context of the debate/question. | 8-11 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/ evidence examined. |
| 2 | 4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question. | 4-6 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question. | 4-7 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/ concepts/ evidence examined. |
| 1 | 1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question. | 1-3 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/question. | 1- 3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/ concepts/ evidence examined. |
| | 0 marks NRSP | 0 marks NRSP | 0 marks NRSP |

4. (c) Assess sociological explanations of the relationship between gender and inequality in the developing world. [40]

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

Indicative content:

- There should be a clear understanding of gender inequality and explanations of gender inequality in the developing world.
- Answers may refer to measurements/statistics of gender inequality.
- There may be reference to examples of gender inequalities in the developing world.
- There should be reference to sociological explanations of gender inequality such as:
 - Modernisation theory and the effects of culture; Boserup.
 - Women viewed as inferior to men; Foster-Carter
 - Women as a 'fifth world'; Steinem
 - Patriarchy and development; Neumayer and Plumper
 - Marginalisation thesis; Abbott and Wallace; Delphy and Leonard; Wichterich
 - Exploitation thesis/ Marxist-feminist explanations; Mies; Deere; Van Allen
 - Postmodern-feminist approaches; Hunt; Mohanty
- The increasing inequality of women in some areas of the developing world; Van der Gaag.
- Relevant criticisms of explanations of gender inequality in the developing world.
- Potential solutions to gender inequality in the developing world.
- Any other relevant point

| Band | AO1 <i>element 1a & 1b</i> | AO2 <i>element 1a</i> | AO3 <i>strands 1-3</i> |
|------|--|---|---|
| 4 | 11-13 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question. | 11-13 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. These are applied and interpreted in the context of the debate/question. | 12-14 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/ evidence examined. |
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| 2 | 4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question. | 4-6 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question. | 4-7 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/ concepts/ evidence examined. |
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| | 0 marks NRSP | 0 marks NRSP | 0 marks NRSP |