



GCE A LEVEL MARKING SCHEME

SUMMER 2019

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

A200U30-1

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.

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

SUMMER 2019 MARK SCHEME

Section A

1. (a) Identify evidence of age inequalities in two areas of social life in the contemporary UK. Illustrate your answer with reference to supporting evidence for each area identified

[20]

Answers should identify two areas of social life. For both areas answers should use appropriate evidence; official statistics and sociological research. The evidence cited should clearly demonstrate the inequality in the question. The AO2 marks will reflect selection of appropriate evidence.

For band 4 AO1 there should be more than one piece of evidence cited for each area identified.

Indicative content

Reference may be made to the following in one or more of the areas:

- there should be a recognition that it is not possible to 'lump' all the young together or all the elderly – the work of Milne and of Pilcher could be used.
- work of postmodernists on age grouping – Hepworth and Featherstone.
- life chances according to age – linked to Weberian/neo-Weberian explanations.
- differential treatment by age and experiences of males and females linked to the work of Gannon.
- there may be some age related statistics.
- there may be reference to the disengagement of the elderly linked to the work of Cumming and Henry.

Areas of social life that may be highlighted include:

- Economic inequalities:
 - differences between age groups and within age groups.
 - cultural differences – Marsh and Keating.
 - incomes – research of Belfield et al.
 - JRF research on young people and on the elderly.
 - poverty in old age – Age UK.
 - child poverty – CPAG.
- Work:
 - some age groups concentrated in low paid work. Link to Weberian/neo-Weberian explanations and the dual labour market.
 - Marxist/neo-Marxist explanations of access to employment linked to the concept of the reserve army of labour.
 - access to employment – McQuaid et al, IPPR Report on youth unemployment
- Families and households:
 - unpaid labour of households.
 - care of the elderly.
 - rights and obligations of different generations.
 - reference to the work of Vincent.

Expect to see other areas of social life being used such as crime and deviance, politics and/or the media.

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

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

(b) Evaluate Weberian 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 evaluation of Weberian explanations of social inequality.
- Expect reference to neo-Weberian explanations.

Expect to see some of the following:

- detailed exposition of Weberian explanations of power – class, status and party.
- notion that power is distributed between a range of groups in society.
- the notion of the fragmentation of power linked to the number of social classes linked to the work of Goldthorpe.
- opportunities via education and employment to improve life chances.
- the critique of Marxist economic analysis by Weber and Weberians.
- neo-Weberian explanations including inequality between different ethnic groups linked to the work of Rex and Tomlinson.
- black underclass linked to the work of Rex and Tomlinson.
- primary and secondary labour markets - Barron and Norris.
- vertical and horizontal segregation, the glass and the concrete ceiling.
- there may be reference to the work of Giddens.

- evaluation might be linked to postmodernism and the notion of fragmentation.
- difficult to measure status. Ideas of what determines status differs from person to person and group to group.
- Weberian analysis of class and ethnicity are problematic.
- identities are not always fragmentary as people may identify with specific small groups such as being Scottish or being Polish.
- people may belong to a range of different status groups in relation to different aspects of their lives.
- more realistic view of society than say that of Marx.
- Weberian explanations of social inequality are not specifically helpful re gender.

- any other relevant point.

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

- (c) Assess the view that social inequality is functional for society and individuals. [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 assessment of the view that social inequality is functional for society as well as for the individual.
- Durkheim and the need to maintain order via a social consensus re norms and values.
- Parsons and the value to society of socialising people into a value consensus including the recognition of the need for inequality.
- inequality exists in all societies, according to writers such as Davis and Moore, and therefore it must be functional for both society and the individuals within society.
- the need for differential rewards in order to ensure people do the jobs they are best suited for.
- social inequality ensures the most important jobs are filled and those filling the jobs are appropriately rewarded.
- detailed reference to meritocracy linked to the work of Davis and Moore.
- reference to social Darwinism.
- critique of Parsons by Merton linked to the idea of dysfunction.
- functionalism is a somewhat circular argument – inequality exists therefore it must be good.
- critique of Davis and Moore by Tumin – neither functional for society or the individual.
- critique of Davis and Moore who don't see the conflict caused by inequality linked to Marxism.
- critique by postmodernists who argue it is a metanarrative and cannot explain the fragmentary nature of 21st century society.
- feminists argue it does not take account of gender, not functional for society or the individual.
- any other relevant point.

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

Option 1 Crime and Deviance

2. (a) The percentage of black and ethnic minorities in prison is disproportionate to the numbers in the population as a whole. 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 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

- racism – Ball, Bowcott and Rogers.
- Institute for Criminal Policy Research – Hough.
- canteen culture – Holdaway.
- stop and search.
- work of Hall – policing the crisis.
- over- policing in areas where BME people live – Phillips and Bowling.
- 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

(b) Evaluate subcultural 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 subcultural explanations.
- Explanations may include functionalist subcultural theorists, Marxist subcultural theorists and postmodernists.

Expect to see some of the following:

- detailed exposition of functionalism and subcultures including the work of Cohen and delinquent subculture.
- Cloward and Ohlin – delinquency and opportunity.
- Miller and focal concerns.
- evaluation using Matza’s drift theory.
- Winlow and his work of badfellas.
- interactionism and subcultures including the work of Cicourel and labelling.
- Marxist/neo-Marxist subcultural explanations:
- work of the CCCS including writers such as Cohen, Hebdige, Willis and Brake.
- New right including the work of Murray on the underclass as a subcultural explanation of crime and deviance.
- expect to see evaluation of one sub-cultural explanation with other subcultural explanations.
- expect to see reference to the work of Thornton and other postmodernists as evaluation.
- any other relevant point.
- reference should be made to relevant and recent political, social or public debate.

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

- (c) Assess the view that gender is a major factor influencing 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

- there should be a clear understanding of gender as a major factor influencing crime and deviance.
- there should be consideration of males and females.
- there should be reference to the importance of not 'lumping' all women or all men together.

- there will be reference to a range of feminist theories.
- reference to the work of Pollak, Allen and Farrington and Morris.
- critique of the chivalry thesis by Heidensohn.
- women's liberation and the rise of female involvement in crime and deviance linked to the work of Adler.
- reference to the work of Smart and the notion of a double standard. Woman as doubly deviant. Supported by the work of Carlen.
- the work of Walklate on women who have been raped.
- rise of ladette culture linked to the work of Denscombe.
- changing masculinities linked to the work of Messerschmidt.
- the work of Heidensohn and the notion of patriarchal control may be used.
- edgework and the writers Katz, Lyng.
- Nightingale
- Jackson-Jacobs
- domestic violence and the work of Walklate and of Sclater.

- evaluation may come from statistical evidence re social class and also ethnicity.
- feminist critique of chivalry thesis as described by Pollak.
- Marxist critique re class.
- critique by Hall regarding the influence of ethnicity on crime and deviance.

- any other relevant point.

- Reference should be made to recent political, social or public debate regarding gender issues in relation to crime and deviance.

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

Option 2 Health and Disability

3. (a) Medicine is an institution of social control. 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 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 feminists such as Oakley and Roberts.
- evidence from Marxists such as Doyal, Navarro might be used.
- evidence from Weberians such as Friedson.
- reference might be made to Illich and medicalisation.
- medicalisation of drug abuse and alcoholism.
- the work of Zola may be referred to.
- 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,

(b) Evaluate the biomedical model of 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 definitions of health and illness.
- there should be a clear and detailed exposition of the bio-medical model of health and illness including the notion of causes and treatments.
- reference is likely to be made to the four core elements.
- there may be some reference to the history of the development of the biomedical model including reference to Descartes.
- reference may be made to Dixon.
- reference could be made to the work of Freund and McGuire and to Jewson.
- reference is likely to be made in relation to the way the biomedical model dominates health provision including diagnosis, treatment and research.

- critique from McKeown.
- critique from Chrisman, Blaxter and Calnan.
- expect the social model to be used as a critique.
- Friedson may be used to critique the biomedical model.
- the work of Illich and the notion of iatrogenesis may be used to evaluate the biomedical model.
- the social model of health and illness is likely to be used to evaluate the biomedical model.
- the work of feminists such as Ehrenreich and English may be used as evaluation.
- any other relevant point.

- Reference should be made to recent political, social or public debates.

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

Or

- (c) Assess the view that material factors are a major cause of morbidity and mortality 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.

Structure may be provided by using the artefact/social selection/cultural and materialist explanations

Indicative content

- Expect to see assessment of the view that material factors are the major cause of morbidity and mortality in the contemporary UK.
- There should be reference to the notion of – major cause –.
- Reference may be made to mortality and more likely to what is meant by morbidity.
- Reference to statistical data on life expectancy and specific illnesses from the ONS,
- Health statistics Quarterly or Cabinet Office may be made.
- Marxist and neo/Marxist theories are likely to be used.

- Expect to see some of the following:
 - reference to Reports such as the Black Report, the Acheson Report, the Wanless Review and the Marmot Review.
 - the work of Nettleton linked to life expectancy of the poor and their susceptibility to major illnesses as a result of material factors.
 - the work of Shaw and Davey Smith and the link to regional areas of deprivation.
 - material factors such as housing, diet and working conditions Martin, Lobstein. Latter linked to cost of healthy food.
 - reference may be made to the access by the poor to out of town cheaper food sources and the work of Wrigley.
 - Doyal and Doyal and Pennell – linked to Marxist ideas. Living conditions of the poor linked to capitalism.
 - Arber and Thomas – working class women who are single parents are likely to be poor with the attendant health problems that accompany poverty. Reference may also be made to Lynch.
 - Batty and Deary and the view that health is not entirely based on material factors.
 - negative view of health of the working class – Annandale and Field. More fatalistic and lower expectations.
 - Bartley – working classes more likely engage in risky behaviour as a rational response to their circumstances. Supported by Graham's research on working class women and smoking.
 - other behavioural/cultural evidence.
 - any other relevant point.

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

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

Option 3 Power and Politics

4. (a) The power of the elites has increased in the contemporary UK. 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 be made to at least two writers/evidence. For AO2 band 4 the points made should be explained in the context of the question.

Reference should be made to the notion that the power of elites has increased.

Indicative content

- the view is supported by sociologists such as Williams.
- reference may be made to political, professional and financial elites.
- reference may be made to elite self-recruitment and the research of the Sutton Trust and the Cabinet Office.
- reference may be made to Marxists such as Miliband and Poulantzas.
- the work of Jessop may be used.
- 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 question/debate	7-8 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/question.
3	7-9 marks Answers demonstrate some knowledge and understanding of sociological theories/concepts/ evidence relating to the question/debate	5-6 marks Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/concepts/ evidence in the context of the debate/ question.
2	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/concepts/ evidence relating to the question/debate	3-4 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/concepts/ evidence in the context of the debate/ question.
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/concepts/ evidence relating to the question/debate	1-2 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/concepts/ evidence in the context of the debate/ question.
	0 marks NRSP	0 marks NRSP

Either,

(b) Evaluate Weberian and neo-Weberian explanations of power and politics. [40]

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

Indicative content

NB to examiners. There may be less names in the answers to this question than may be found in answers to other questions.

- Expect to see definitions of power and politics.
- there should be a clear and detailed exposition of Weberian and neo-Weberian explanations of power and politics.
- definitions of power and the different types of authority – charismatic, traditional and rational-legal.
- there should be examples of Weber’s view of power and politics.
- there is likely to be a link between Weber and pluralist views/explanations of power.
- the acceptance of a constant-sum notion of power held by Weber and by pluralists is likely to be developed.
- critique by Lukes and a radical view of power.
- expect evaluation from Marxists/neo-Marxists.
- evaluation from functionalists including the work of Parsons.
- any other relevant point.
- Reference may be made to recent political, social or public debates

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

Or

- (c) Assess the view that pressure groups are an important feature of political life in the contemporary UK [40]

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

Indicative content

- expect to see a detailed explanation of pressure groups.
- types of pressure groups – protective v promotional.
- there should be examples of each.
- comparison to political parties.

Expect to see some of the following:

- links of some pressure groups to parties for example by donations.
 - expect to see examples of the importance of pressure groups such as the work of Lumley regarding the Gurkha, the rights of fathers campaign and the campaign for equal pay in the public sector.
 - link to pluralism and work of writers such as Dahl on the importance of pressure groups.
 - the research of Grant and Marsh.
 - elite pluralism and the work of Grant.
 - insider groups and outsider groups linked to the work of Grant.
 - research by Tongue on the importance of pressure movements.

 - critique by Marxists in relation to the lack of power of pressure groups.
 - expect to see examples of pressure groups who have had very little effect in terms of political life.
 - postmodernist critique and link to new social movements.
 - any other relevant point.
- Reference may be made to recent political, social or public debates.

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

Option 4 World Sociology

5. (a) Globalisation has a major impact on developing countries. 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 made to at least two writers/evidence. For AO2 band 4, the points made should be explained in the context of the question.

Indicative content

There may be reference to the positive and /or the negative impact of globalization on developing countries.

- expect links to modernisation and to dependency theories.
- reference to economic impact – for example TNCs linked to the work of Klein.
- the development of a transnational infrastructure.
- work of the neo-liberals and the radicals.
- the transformationalists linked to the work of McGrew and the notion of winners and losers.
- McDonaldisation, for example the work of Ritzer.
- cultural impact including the notion of a global village but also of cultural imperialism and the dominance of US culture.
- political impact and the relationship between nation states and the inter-state system linked to the work of McGrew.
- any other relevant point.

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

Either,

- (b) Evaluate modernisation theory as an explanation of development. [40]

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

Indicative content

- Expect to see
 - a clear and detailed exposition of modernisation theory.
 - there may be some brief reference to the historical development of modernisation theory.
 - there is likely to be a detailed account of the work of Rostow.
 - Parsons and the dichotomy between traditional and modern societies may be referred to.
 - the need for developing countries to modernise linked to work of Hoselitz.
 - McClelland and his view that people in LEDCs had inappropriate values.
 - the work of Friedson may be referred to and his view that urbanisation would leave a trickle down of ideas to rural areas.
 - expect to see an evaluation of modernisation theory using alternative theories and ideas such as those of Frank and other dependency theorists.
 - critique by Wallerstein and the world systems theory.
 - modernisation is a Eurocentric approach.
 - the view that modernisation often leads to LEDCs being in debt to TNCs. – linked to Marxism.
 - the link between modernisation and the underdevelopment of LEDCs.
- any other relevant point

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

Or

(c) Assess the view that aid can lead to poverty in developing countries. [40]

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

Indicative content

- Expect to see assessment of the view that aid can lead to poverty in developing countries.
- Expect to see an explanation of the various types of aid.
 - Marxists and dependency theory linked to work of Frank.
 - aid often leads to a dependency culture linked to the work of Bauer.
 - aid often contingent on buying goods and services from donor countries.
 - most African countries poorer now than when they gained political independence linked to the work of Erixon.
 - aid undermines the products of the recipient countries thereby increasing poverty.
 - aid often involves lengthy bureaucratic process where corruption, mismanagement and misuses make the aid useless - linked to the work of Carlos and Nicholas and also to the work of Dambisa Moyo.
 - aid may increase the wealth of the elites rather than solve the issue of poverty
 - aid is seen by some as a form of neo-colonialism linked to the work of Hayter.
 - the work of Easterley will also be relevant, similarly the work of George.
 - reference may be made to the Paris Declaration on Aid Effectiveness.
 - aid may help in poverty reduction linked to the work of Lipton, Toye and Cassen.
 - aid can be helpful in reducing poverty particularly with regard to health and poverty and fair trade schemes.
 - reference is likely to be made to the arguments of the neo-liberals.
 - any other relevant point.
 - expect to see references to specific examples where aid has or has not reduced poverty.
 - reference should be made to relevant and recent political, social or public debate regarding issues related to aid and poverty.

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