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# **GCE A LEVEL MARKING SCHEME**

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**SUMMER 2022**

**A LEVEL  
SOCIOLOGY – UNIT 3  
1200U30-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2022 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.

## **Notes for examiners**

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

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

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

**GCE SOCIOLOGY**  
**UNIT 3 – POWER AND CONTROL**  
**SUMMER 2022 MARK SCHEME**

**Option 1 – Crime and Deviance**

1. (a) (i) Explain the meaning of institutional racism. [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**

Definitions of institutional racism; Miles; Carmichael and Hamilton; Wellman; Katz  
 David Mason’s five versions of institutional racism  
 The case of Stephen Lawrence and the Macpherson Inquiry/ the Lammy Report

Evidence of racism in the criminal justice system, for example:  
 Policing and stops and searches; Phillips and Bowling; Newburn; Boorah  
 Arrests, cautions and DNA; Phillips and Bowling  
 Prosecuting and sentencing; Phillips and Brown; Mhlanga  
 Any other relevant point

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

- (ii) Using sociological evidence and examples, explain problems with the accuracy of official crime statistics. [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 may be a reference to patterns of crime.  
 There will be a clear understanding of problems with the accuracy of criminal statistics, such as;  
 Influence of the public in not reporting all crime;  
 Influence of the police in recording practices, prejudices and stereotypes, priorities, discretion; Young, Piliavin and Briar, Chambliss.  
 The influence of media in labelling and moral panics; Stan Cohen.  
 The influence of courts;  
 Invisibility of white collar crime; Sutherland.  
 There may be reference to other forms of criminal statistics; Crime Survey for England and Wales, victim studies, self-report studies.  
 There may be a reference to phenomenologists and the social construction of crime statistics.  
 There may be reference to overemphasis on working-class, males and certain ethnic groups.  
 Any other relevant point.

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

(b) Assess feminist theories of crime and deviance.

[40]

Answers will make judgements of the sociological concept, theory controversy or debate. Answers 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 should demonstrate an understanding of feminist explanations.
- Explanations from some of the following -Marxist feminists, liberal feminists, radical, and postmodern may be considered.
- There may be reference to theories such as functionalism, Marxism and postmodernism but these should not be as add ons but integrated into the evaluation and should not form the majority of the answer.
- There should be an understanding of the contribution that different feminist explanations have made to an understanding of crime and deviance.

Expect to see some of the following:

- control and societal expectations - Heidensohn
- girls supervised by parents more than boys – Smart, Lees supports this from the girls perspectives. The girls expressed concern re getting a bad reputation.
- w/c girls more likely to commit offences due to lack of control linked to work of Carlen
- conviction based on seriousness of offence not chivalry linked to work of Steward. Some support for it in the work of Allen and later in that of Newburn.
- Steward's research supported by Farrington and Morris.
- although dated Dobash and Dobash – found that police tended not to take domestic violence as seriously as it should have been.
- who are the criminals? Griffin and Willott
- increase in female crime – Adler. Society less patriarchal so girls more freedom to go out and to then possibly commit crime. Violent crime by women rising.
- postmodern view re why girls and women commit crime linked to work of Croall
- Crime as a product of patriarchy and dominance
- Chivalry thesis – courts treat men and women in different ways though Smart argues that in some cases, even rape, men are treated more sympathetically. This is supported by Walklate.
- Opportunity structures
- Any other relevant point.

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

- (c) Assess subcultural 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 subcultural explanations of crime and deviance. Answers may make reference to other theoretical perspectives 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.

There may be reference to the following subcultural theorists:  
Albert Cohen – the delinquent subculture and status frustration  
Cloward and Ohlin – opportunity and delinquency - legitimate and illegitimate opportunity structures  
Miller – focal concerns  
Matza – subterranean values  
Nightingale – the paradox of inclusion  
Bourgois – study of El Barrio  
Murray – the underclass and crime  
Marxist and neo-Marxist subcultural theorists including the work of Cohen on the skinheads and Hall on black youth.  
Gangs and subcultures and the link to ethnicity; Marshall et al.; Smith and Bradshaw; Phillips and Bowling; Aldridge and Medina  
Left realist explanations of Taylor, Walton and Young.  
Masculinity and subcultures; Connell; Winlow  
Katz – seductions of crime  
Lyng – ‘edgework’  
Any other relevant point



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

## Option 2 – Health and Disability

2. (a) (i) Explain the meaning of stigma. [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

Illness, blame and stigma; Helman  
 Narrative of risk  
 The presentation of cancer, heart disease and AIDS; Clarke  
 Stigma; Goffman  
 Stigma and mental illness; Hall et al; Philo et al  
 Any other relevant point

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

- (ii) Using sociological evidence and examples, explain the relationship between professionalisation 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

Traits of a profession applied to the medical profession; Millerson  
 Functions of the profession; Parsons  
 Weberian view of the professions; Friedson  
 Medical Power and Social Knowledge; Turner  
 Feminist views on professionalization; Witz  
 De-professionalisation; Haug  
 Proletarianisation of Doctors; McKinlay and Arches  
 Challenges to doctors from other health care professionals; Carpenter  
 Marxist views on professionalization; Navarro  
 The resurgence of complementary/ alternative medicines; Saks; Cant and Sharma

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

(b) Assess feminist explanations of health and illness.

[40]

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

### **Indicative content**

'Feminisms' rather than feminism; Coffey

Liberal feminism and explanations of inequalities of health between men and women in terms of health standards, status in the medical professions, lack of power over women's health

Criticisms of liberal feminism such as them being willing to work within the patriarchal system; Annandale

Socialist feminism, linking Marxist and feminist arguments, how medicine supports capitalism; Doyal

Criticisms of socialist feminism such as that by radical feminists who argue that overthrowing capitalism would produce no real gain for women.

Radical feminism and how patriarchal mechanism acts as an agent of social control over women; Ehrenreich; Ehrenreich and English

How pregnancy and childbirth is viewed differently by men and women; Graham and Oakley

Criticisms of radical feminism such as the claim that they take an 'essentialist position', implying that all women are, by nature, the same.

Postmodern feminism and differences within the sexes and the fluidity and complexity of gender divisions. Gender as 'performative'; Butler

Drawing attention to the importance of 'the body'; Young

Alternative explanations of gender and health and illness that can be used to evaluate such as:

Genetics as an influence on health and illness; Waldron

Gender as a major influence linked to poverty and therefore to class; Wakefield; Miller and Glendinning

Class is more influential with regard to influences on health and illness; Marmot

Ill health that women experience is really ill health experienced by poor women; Wakefield

Ethnicity as an influence on health and illness as well as gender

Any other relevant point

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

- (c) Assess interactionist explanations of health and disability. [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 interactionist explanations of health and disability. Answers may make reference to more than one theoretical perspective but these will be related directly to the question, that is, in relation to interactionism, rather than providing a general overview of various theories.

Expect to see a clear exposition of Interactionist explanations of health and disability such as:

- Illness as a form of social deviance and labelling, Rosenberg
- Illness as a moral issue,
- Social construction of disease such as the presentation of cancer, Clarke
- Mental illness as a social construction, Scheff
- Stigma, Goffman
- Stigma and mental illness, Hall et al, Philo
- Illness behaviour, Mechanic
- Health belief model, Becker
- Negotiating death, Glaser and Strauss
- Interactionist explanations of disability, Goffman; Oliver Alternative theoretical

Explanations of health and disability as evaluation of the interactionist explanations, such as:

- Functionalist explanations, such as the sick role, Parsons
- Marxist explanations such as the political economy perspective, Navarro
- Postmodernist explanations, such as the experience of chronic illness, Bury
- Feminist explanations such as Liberal feminist, Socialist feminist, radical feminist and postmodern explanations, Annandale; Doyal; Ehrenreich and English; Butler
- Criticisms of the alternative explanations
- Any other relevant point

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

### Option 3 – World Sociology

3. (a) (i) Explain the meaning of the term development. [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

The terminology of development  
 Problems with defining development  
 Affluence and destitution; Harris  
 Measuring development  
 Development as economic wellbeing  
 Development as social wellbeing  
 Sustainable development  
 Millennium development goals  
 Development or Westernization?; Kingsbury et al.  
 People-centred, local development; Korten  
 Any other relevant point

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



- (ii) Using sociological evidence and examples, explain the influence of war and conflict on 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

Examples of war and conflict in the developing world e.g. Rwanda, Somalia, Sudan, Iraq  
 Development and conflict; Duffield  
 'Old wars' and 'new wars'; Kaldor  
 Poverty and conflict; Collier  
 Criminalisation of conflict; Collier  
 Costs of conflict; Duffield; Collier  
 Effects of armed conflict on children, child soldiers; Human Rights Watch  
 Effects of conflict on women, use of rape as a weapon of war; Van Zeijl;  
 Brownmiller; Morgan  
 Any other relevant point

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

- (b) Assess modernisation theory as an explanation of inequality in the developing world. [40]

Expect to see:

- A clear exposition of modernisation theory:  
Roots of modernisation; Durkheim and Tonnies  
Modernisation as an evolutionary process; Huntington  
Stage process of development; Rostow  
Cultural factors and modernisation – Parsons  
Need for meritocratic education systems; Hoselitz  
Mass media as a crucial agent in modernisation; Inkeles  
Need for urbanisation; Hoselitz
- General criticisms of modernisation theory:  
Ethnocentrism of modernisation theory, devalues traditional values and social institutions of the developing world, ignores the ‘crisis of modernism’, reflects Western ideology and excludes contributions from sociologists located in the developing world.

Expect to see:

- an evaluation of alternative theories and ideas such as:  
Neo-liberal theories of development; Bauer  
Dependency theory; Frank  
World systems theory; Wallerstein
- Sociological research and examples referred to should be used to support lines of discussion
- Reference should be made to relevant and recent political, social or public debate regarding issues related to global development.
- Any other relevant point

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

- (c) Assess Marxist views of inequality in the developing world. [40]

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

### **Indicative content**

Marxist views of inequality such as:

- Dependency theory the origins of dependency, colonialism and neocolonialism and transnational exploitation; Frank.
- Colonialism benefitting the world capitalist system, Harrison
- Neo-colonial exploitation and world trade, Hayter
- Examples of transnational exploitation, Bakan
- Solutions to dependency, Roberts and Hite
- World systems theory as a response to the criticisms of dependency theory, Gereffi
- Four underlying principles of world systems theory and the modern world system, Wallerstein
- Dependency theory and aid, Hayter
- Neo-Marxist views on the economic agenda of tied aid
- Dependency theory and overpopulation, Mamdani
- Marxist-feminist views on the specific subordination and exploitation of women, Mies

Criticisms of Marxist views of inequality.

These may include alternative views of inequality to be used as a critique of Marxist theories, such as:

- Modernisation theory and stages of development, Rostow
- Neo-liberalist views such as traditional cultural systems impeding the working of the free-market economy, Bauer
- Ecological and people-centred theories of development such as development and environmental degradation, Kingsbury; Ellwood
- Any other relevant point.

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