



GCE A LEVEL MARKING SCHEME

SUMMER 2022

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

A200U30-1

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.

EDUQAS GCE A LEVEL SOCIOLOGY
COMPONENT 3 - POWER AND STRATIFICATION
SUMMER 2022 MARK SCHEME

Section A

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 Identify evidence of gender 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

Areas of social life that may be highlighted include:

- Work:
 - Weberian explanations regarding inequalities such as those related to status and power. Linked to inequalities of life chances by gender
 - gender inequality linked to the work of the Fawcett Society
 - the work of the JRF
 - ONS and inequalities in employment between men and women
 - the Unequal Nation Report published by the Young Foundation

- Education:
 - patterns of achievement linked to different gender inequalities. These should be inequalities not differences
 - gender inequalities linked to material and cultural deprivation and achievement
 - differential experiences and inequalities this could be linked for example to the work of Mirza, Fuller, Archer and others
 - educational inequalities linked to gender – males and females and different ethnic groups by gender
 - Mac an Ghail and unequal discipline of black male students
 - Sewell and work on black males
 - Gilborn and Youdell and discipline of black pupils particularly males

- Health:
 - patterns of inequalities in statistics, such as the ONS, with reference to mortality and morbidity of males and females
 - inequalities of ill health of women relative to men across all ethnic groups
 - Health Survey for England
 - material factors in relation to working class women linked to the work of Graham, Roberts, Oakley and others
 - health inequalities and gender– Marmot Review
 - Health Select Committee Report on Inequalities

- Crime and deviance:
 - gender inequalities in relation to offending
 - gender inequalities in relation to victimisation linked to the work of Walklate
 - law enforcement linked to the work of Heidensohn
 - capitalism and criminality
 - Lyng and Katz and edgework linked to young males

Other areas/aspects of social life may be used such as youth and age and the media

- reference may be made to relevant and recent political and social issues relating to ethnic 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

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 social inequalities linked to class, status and party
- detailed exposition of neo-Weberianism
- reference is likely to be made to the work of Barron and Norris linked to the distribution of social inequalities between a range of groups in society and to the primary and secondary labour markets and to vertical and horizontal segregation and the glass and concrete ceiling
- the notion of the fragmentation of social inequality linked to the number of social classes linked to the work of Goldthorpe
- opportunities via education and employment to improve life chances
- although dated, reference might be made to the work of Rex and Tomlinson and social inequalities linked to racism
- black underclass linked to the work of Rex and Tomlinson
- there may be reference to the work of Hall
- the critique of Marxist economic analysis by Weber and Weberians
- expect to see specific criticisms/evaluation of points raised
- evaluation will be sustained throughout in relation to the different explanations used
- 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
- evaluation may come from:
 - Weberian explanations of social inequality are not specifically helpful re gender
 - Marxist and neo-Marxist explanations linked to the work of:-
 - Bourdieu and cultural/social/economic capital
 - Althusser and the ISA and the RSA
 - Miliband and political inequalities
 - interactionists' explanations such as labelling theory

- social inequality in relation to education – labelling in classrooms, linked to the work of Dunne and Gazeley for example
- stereotyping linked to the work of Gillborn and Youdell
- other concepts might be used such as social stigma, deviant career and master status
- feminist explanations linked to the work of:
 - Greer and the notion that women have not been liberated in the private or public sphere
 - Firesmith and the link to women’s biology
 - Bryson – women as an oppressed group
 - Benston and women’s unpaid labour
 - Ansley and the exploitation of women
- in addition the new right might be used and the work of Murray and /or Saunders
- reference may be made to relevant and recent political, social or public debate regarding issues related to social inequalities
- 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

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

- This is an open question and credit should be given for a range of answers linked to social class as a major source of social inequality using theories such as Marxism, neo-Marxism, Weberianism, new right, post-modernism.

Expect to see some of the following:

- detailed exposition of Marxist explanations of social class as a major source of social inequality including traditional Marxism and neo-Marxism
- expect also to see reference to the work of Engels
- the notion of the base and superstructure as espoused by Althusser
- social inequalities and power linked to the work of Miliband and Poulantzas
- ruling class ideology and false class consciousness
- the work of Bourdieu on cultural, social and economic capital may be used
- the critique of Marxist economic analysis by Weber and Weberians
- reference to primary and secondary labour market linked to the work of Barron and Norris
- opportunities via education and employment to improve life chances
- functionalist explanations of social inequalities, using the work of Parsons
- feminist explanations
- postmodernism
- reference may be made to the notion that traditional Marxism is now dated
- there may be reference to the work of Giddens and structuration
- black underclass linked to the work of Rex and Tomlinson
- suggestion that ethnicity is a main source of social inequalities – linked to housing, education and employment and the work of Salway on health
- Mirza and or Mac an Ghail on education and Bhopal on employment
- also the work of the liberal feminists such as Sommerville and the arguments that patriarchy may be used as a counter argument
- reference may be made to relevant and recent political, social or public debate regarding issues related to class inequalities – such as employment, crime and education
- 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

Section B

Option 1 Crime and Deviance

- 2 1** Explain, using sociological evidence, why some sociologists argue that official crime statistics are misleading. [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

- there is likely to be a definition of moral panics with possible references to the work of Wilkinson
- moral panics linked to the work of Cohen
- Goode and Ben-Yehuda might be used
- the work of Thornton is also relevant
- labelling theory may be used
- amplification of deviance
- the work of Hall may be used
- reference may be made to relevant and recent political, social or public debate
- 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

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 will be a detailed exposition of a range of feminist explanations
- 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
- reference to the work of Pollak,
- reference to the work of Allen and Farrington and Morris
- critique of the chivalry thesis by Klein and 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. Women 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 work of Katz and Lyng
- work of Nightingale
- work of 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
- functionalist explanations

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

- 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

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

- a clear exposition of crime linked to social class
- crime linked to social class and who commits criminal acts and what types of acts they commit
- official statistics identifying rates of crime across social classes and different demographics linked not just to social class but also ethnicity and gender
- views of different theorists and theories in relation to crime and social class
- these should be evaluated against each other – the evaluation should be integrated
- Marxists and capitalism as criminogenic linked to work of Bonger and Gordon
- laws made by the state in the interests of the state linked to the work of Chambliss and Snider

- evaluated by Jones and the view that capitalism does not always lead to crime
- new criminology linked to work of Young et al and social class evaluation from right realists
- underclass and crime linked to the work of Murray and the New Right
- Lea and Young and left realism – and ideas of relative deprivation, marginalisation and subcultures
- Cicourel and police activity
- reference may be made to recent and relevant political, social or public debate regarding issues in relation to crime and deviance
- any other relevant point.

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 2 Health and Disability

3 1 Explain, using sociological evidence, why some sociologists argue ill health can be caused by medical treatment. [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 what is meant by medical treatment such as poor care and/or inaccurate diagnosis
- modern medicine is dangerous
- reference is likely to be made to the work of Ivan Illich
- link to social control and Marxist sociologists such as Doyal
- examples may be used for explanation for example hair loss when having chemotherapy
- Shipman may be referred to

- reference may be made to relevant and recent political, social or public debate

- 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,

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 Evaluate the usefulness of the social model of health and illness in explaining disabilities. [40]

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

Indicative content

expect to see:

reference to the notion of usefulness

reference to wide ranging understanding of disabilities

- Clear exposition of what is meant by the social model of health and illness
- detailed definition of disabilities visible and invisible, mental illness and physical disabilities
- useful in explaining how those with disabilities are excluded from societal activities linked to the work of Hyde
- the usefulness of the work of Oliver in explaining ways in which the social environment fails to cater for people with disabilities
- also the usefulness of Oliver's work in explaining the social barriers that prevent people with impairments from participating in society
- disability is the product of a capitalist society and the social model as extemporised by sociologists such as Finklestein is useful in making the link
- attitudes and beliefs of the non-disabled often exclude those with disabilities
- the social model is useful in explaining how society often excludes those with impairments linked to the work of Shearer
- the social model is useful in explaining how capitalism gains by maintaining a distinct nature of disability linked to the work of Albrecht and of Bury
- the work of Shakespeare may be referred to
- disability as a social construction linked to the work of Oliver and of Shearer

- evaluation using the biomedical model of health and illness including the notion of causes and treatments
- the work of Parsons might be used
- reference might also be made to the work of Freund and of McGuire and of Jewson
- some people with disabilities may reject the label linked to the work of Barnes

- reference may be made to recent political, social or public debates in relation to health and illness
- 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 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

3 3 Discuss the view that material factors lead to inequalities of health and illness in the contemporary UK. [40]

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

Indicative content

- Expect to see detailed discussion of the view that material factors lead to inequalities of health and illness in the contemporary UK
- there should be reference to the notion of inequalities

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
- life chances linked to Weberianism

- 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
- evaluation from feminists for example the work of Roberts and of Oakley and the medicalisation of pregnant women, Graham and the health inequalities of working class women
- other behavioural/cultural evidence including possible use of new right ideas
- statistical data not always valid

- Reference may be made to relevant and recent political, social or public debate
- 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 3 Power and Politics

4 1 Explain, using sociological evidence, why some sociologists argue power is in the hands of the elite. [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 a brief explanation of what is meant by the elite
- different types of elites might be referred to
- reference might be made to the work of Mosca or Pareto
- The work of C Wright Mills might be used
- the work of Williams and Britain's power elites
- elite self-recruitment
- 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,

4 2 Evaluate postmodern theories of power.

[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 detailed exposition of postmodern theories of power
- there may be some explanation of what is meant by postmodernism
- Foucault argues power is dispersed
- on the other hand, Baudrillard argues power has disappeared
- Baudrillard's use of simulacra may be used
- examples such as party politics in Britain as an illusion
- the work of Lyotard is likely to be discussed – his theory that metanarratives have declined
- Lyotard argues knowledge is the main source of power
- Fraser and the notion that there has been a shift in politics to the postmodern from the modern and that therefore there should be a more equal distribution of power and debates between different social groups
- examples might be used in particular the Thomas/Hill case in the US

- evaluation from more recent postmodernists – for example the power of the military
- functionalists such as Parsons and the notion of value consensus
- other theorists, such as Marxists
- Greg Philo and David Miller argue sociology should not become trapped in discussions of the meanings of words but remains rooted in reality
- and some feminists

- reference may be made to relevant and recent political, social or public debate
- 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

4 3 Discuss the view that new social movements play an important role 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. 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 definition of NSMs and distinction between NSMs and old social movements (OSMs)

there should be emphasis on the notion of 'an important role'

- expect to see a definition of NSMs such as that of Hallsworth or Starr
- there may be a distinction between NSMs and OSMs but the focus should be on NSMs
- a distinction may be made between offensive and defensive NSMs
- demographic profile – young and middle class, post materialist values of those involved
- Marxist and neo-Marxist views
- Marxist – Habermas - NSMs are a way of protecting rights in a capitalist society and Touraine – NSMs are concerned with knowledge in a postindustrial society
- Hetherington – the Bunde – a type of defensive NSM. Focused on resistance to global capitalism
- offensive NSMs are concerned with the important role of defending the rights of marginalised groups
- role of the social media
- Marcuse - NSMs are a result of the alienation experienced in a world of mass culture. It provides people with a counter-culture

- post modernist explanations
- Beck linked to the notion of the increasing risk in a global world
- Crook – links NSMs with postmodern ideas re consumption and re identity
- important role in terms of construction of identity politics including personal development, emotional openness and collective responsibility
- Faulks and the notion of the rejection of the state but also the view that members of NSMs should not be all 'lumped' together. He argues NSMs have had a big impact on British politics
- Diani and his views on the characteristics of NSMs for example informal, sense of identity and opposition to mainstream politics
- Cohen and Rai – critical of those who distinguish between OSMs and NSMs
- Giddens and his work on reflexivity – people trying to ensure those with power behave responsibly as they reflect on the realities of the world

- reference may be made to recent political, social or public debates in relation to the development of NSMs
- 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 4 World Sociology

5 1 Explain, using sociological evidence, why some sociologists argue gender can lead to social inequalities in Less Economically Developed Countries (LEDCs). [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

- a comparison might be made between males and females in relation to areas such as education, health, and power
- some reference might be made to statistical data
- Leonard might be referred to and her argument that across LEDCs women are worse off than men
- Harrison and women's double shift
- women likely to be poorer than men linked to the work of Deere and Van Allen
- young males and recruitment to the army
- Foster-Carter's argument that in some LEDCs women are excluded from public life

- 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

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

Indicative content

- A clear exposition of modernisation theorists
- there is likely to be detail of the work of Rostow
- modernisation as a means of explain why LEDCs have not developed
- the work of Parsons is likely to be used and his theory that LEDCs are dominated by traditional values
- a view supported by Inkeles
- Hoselitz argued that urbanisation is a key to development a view supported by Cross
- Burkey argues LEDCs need help to develop
- Huntington ideas about the importance of culture might be used

- evaluation from Frank and his ideas including the origins of dependency: colonialism/neo-colonialism
- further evaluation from Marxist and neo-Marxist ideas and the exploitation of countries via neo-colonialism and imperialism
- relationship of the metropolitan and indigenous bourgeoisie
- Baran's arguments regarding the ways in which western countries have created a dependency of developing countries on the developed world
- examples of world trade and the legacy of colonialism – extraction of raw materials, focus on a few products, tariffs. For example Shell and RTZ
- relationship of colonialism to poverty linked to the work of Harrison
- Hayter's argument re underdevelopment
- evaluation linked to work of Wallerstein and the World Systems Theory

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

5 3

Discuss the view that aid is a major cause of inequalities in Less Economically Developed Countries (LEDCs).

[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 is a major cause of inequalities in LEDCs
- expect to see an explanation of the various types of aid
- expect to see a clear consideration of what is meant by inequalities with reference to
- examples from age, gender, class and urban/rural inequalities
- gender inequalities linked to the work of Leonard

- aid often leads to a dependency culture linked to the work of Bauer
- aid linked to dependency theorists including the work of Frank
- aid often contingent on buying goods and services from donor countries linked to the connections between metropolitan and indigenous bourgeoisies. Aid may increase the wealth of the elites rather than solve the issue of poverty
- 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 and inequalities
- aid often involves a 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 is seen by some as a form of neo-colonialism linked to the work of Hayter and linked to inequalities
- the work of Easterley will also be relevant, similarly the work of George.

- aid may help in poverty reduction and inequalities linked to the work of Lipton, Toye and Cassen.
- aid can be helpful in reducing poverty and inequalities particularly with regard to health and poverty and fair trade schemes
- reference may be made to relevant and recent political, social or public debate
- regarding issues relating to inequalities in 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