



GCE A LEVEL MARKING SCHEME

AUTUMN 2021

**A LEVEL
SOCIOLOGY - COMPONENT 3
POWER AND STRATIFICATION
A200U30-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2021 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
AUTUMN 2021 MARK SCHEME

Section A

- | | |
|---|---|
| 1 | 1 |
|---|---|
- Identify evidence of ethnic 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 such as those related to status and power of different ethnic groups. Linked to unequal life chances of different ethnic groups. The work of the JRF
 - the work of Wood et al might be referred to and the discrimination according to names on CVs
 - the work of Heath and Yu and discrimination towards applicants from ethnic minority groups in professional jobs
- Education:
 - Patterns of achievement linked to different ethnic groups and which identify inequalities rather than just differences
 - ethnic 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, Sewell and Mac an Ghaill
 - educational inequalities linked to ethnicity
 - Mac an Ghaill and unequal discipline of black students
 - Sewell and work on black males
 - Gilborn and Youdell and discipline of black pupils
- Health:
 - patterns of inequalities in statistics, such as the ONS, with reference to mortality and morbidity
 - Health Survey for England
 - material factors
 - health inequalities and ethnicity – Marmot Review
 - Nazroo and his work on differences in health care across different ethnic groups

- Crime and deviance:
 - ethnic inequalities in relation to offending
 - ethnic inequalities in relation to victimisation
 - law enforcement
 - capitalism and criminality
 - institutional racism – reference may be made to the Macpherson Report

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 2/3 explanations of social inequality.
- this is an open question and candidates could use explanations such as those of Weberians, Marxists, feminists and interactionists

Expect to see some of the following:

- detailed exposition of 2/3 explanations of social inequality
- links may be made to Weberianism and neo-Weberianism
- Barron and Norris and social inequality in the area of work
- Rex and Tomlinson may be used although a little dated
- 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 for example
- other concepts might be used such as social stigma, deviant career and master status
- Marxist and neo-Marxist explanations linked to work of:-
- Bourdieu and cultural/social/economic capital
- Althusser and the ISA and the RSA
- Miliband and political inequalities
- 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
- expect to see specific criticisms/evaluation of points raised
- evaluation will be sustained throughout in relation to the different explanations used for example
- functionalist explanations of inequalities linked to the work of Parsons
- in addition the new right might be used and the work of Murray and /or Saunders
- liberal feminists such as Somerville
- 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

- expect to see a clear definition of patriarchy from sociologists such as Millet and Greer
- expect links to feminist theories explaining patriarchy
- differentiation between different feminisms – Marxist, socialist, radical and difference feminisms
- reference should be made to the idea of patriarchy as the –main source
- the use of different feminist theories will be used to assist the discussion of the view
- patriarchy in the workplace – equal pay, the glass ceiling
- in education the notion of patriarchy may be linked to the work of Francis, Archer and others
- examples are likely to be used but they should not be descriptive or anecdotal rather used to add to a sociological point/claim
- expect to see specific criticisms/evaluation of points raised
- evaluation by theories such as Weberian/neo-Weberian, Marxism/neo-Marxism, postmodernism and theories of racism
- Marxists and social class is a more dominant source linked to the work of Bourdieu and social capital, Bowles and Gintis and the reproduction of capitalism – the correspondence thesis - in schools
- ethnicity is a main source linked to housing, education and employment; the work of Salway on health, Mirza and or Mac an Ghaill 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 gender 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

Option 1 Crime and Deviance

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|---|---|
| 2 | 1 |
|---|---|
- Explain, using sociological evidence, why some sociologists argue white collar crime is often hidden. [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 brief definition of white collar crime possibly using Sutherland
- linked to the work of Marxists including Croall and her work on white collar crime
- often no victim as such
- both parties have something to gain
- often not reported
- examples such as the collapse of Lehman Brothers and the work of Hagan
- often dealt with 'in-house'
- 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
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

- answers should demonstrate a detailed understanding of functionalist explanations of crime and deviance
- explanations should evaluate functionalist explanations of crime and deviance
- both crime and deviance should be referred to
- Durkheim and the notion that crime is inevitable and functional
- the work of Merton linked to social structure and anomie
- subcultural theories as espoused by Cohen may also be referred to
- also the work of Cloward and Ohlin
- Murray and the work of the new right might be used
- expect to see specific criticisms/evaluation of points raised

- evaluation may come from interactionism including the work of Becker, Marxism/neo-Marxism and postmodernism
- left and right realism including the work of Lea and Young
- the work of Kelly and Radford may be used

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

- any other reasonable 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

- | | |
|---|---|
| 2 | 3 |
|---|---|
- Discuss the view that interactionists provide a useful understanding of crime and deviance. [40]

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

Indicative content

- a clear exposition of what is meant by interactionism
- reference to labelling, stereotyping, social stigma, the deviant career and other concepts central to interactionism
- Lemert and his work on primary and secondary deviance
- Becker and his work on labelling and master status
- Wilkins and the deviancy amplification spiral
- expect to see specific criticisms/evaluation of points raised

- interactionists unable to explain the origins of the act
- the work of Lea and Young and who are the perpetrators of crime
- labelling not able to explain all crime and deviance
- Marxist evaluation re power and social structures
- the work of Liazos – interactionists tend to take a narrow view of crime
- Schoepflin – deviance not always negative
- functionalist explanation that crime is functional
- Marxist explanations regarding power – linked to work of Snider and also Croall

- 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

- | | |
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| 3 | 1 |
|---|---|
- Explain, using sociological evidence, why some sociologists argue that being sick is a social role. [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 the sick role
- the sick role as a social role
- reference is likely to be made to the work of the functionalists in particular the work of Parsons
- the notion of rights and obligations in relation to the sick role
- link to social control and Marxist sociologists such as Navarro
- work of Illich might be referred to
- 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
4	10-12 marks Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/question	7-8 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/question
3	7-9 marks Answers demonstrate some knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/question	5-6 marks Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/ question
2	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/question	3-4 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/ question
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/question	1-2 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/ question
	0 marks NRSP	0 marks NRSP

Either

3 2 Evaluate Marxist explanations of health and illness.

[40]

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

Indicative content

- detailed exposition of the various Marxist explanations of health and illness – traditional Marxist explanation, neo-Marxist explanation and Marxist feminist explanation
- brief explanation of what is meant by health and illness
- health and illness and links to social control
- the ruling class maintain their power and control in a capitalist society through professions such as the medical profession and health workers linked to the work of Navarro
- any health care gains are the result of pressure from groups regarding employment conditions
- work of Doyal and Doyal and Pennell and the relationship between capitalism and health and illness
- Popay and Bartley linked to the inequalities of domestic labour
- employment under capitalism often leads to ill health
- Illich
- expect to see specific criticisms/evaluation of points raised
- evaluation from those who take the bio-medical approach
- from the functionalists including Parsons
- interactionists and social construction of health and illness
- health care gains under capitalism linked to the work of Hart
- evaluation from other competing explanations such as Weberianism and neo-Weberianism and postmodernism
- 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 inequalities in health and illness are linked to ethnicity 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 assessment of the view that ethnicity influences health inequalities in the contemporary UK.
- there should be reference to the notion of inequalities
- definitions of ethnicity and the importance of discussing a range of different ethnic groups
- reference to statistical data on ethnicity and health and illnesses from the ONS, Health statistics Quarterly or Cabinet Office but according to Bradby may be problem of collecting relevant data
- reference to racism – institutional or direct in the NHS
- reference to Reports such as the Black Report, the Acheson Report, the Wanless Review and the Marmot Review
- life chances linked to Weberianism
- Nettleton including the influence of technology
- Nazroo and Karlsen – inequalities linked to racism
- expect to see specific criticisms/evaluation of points raised
- evaluation by the new right linked to the work of Murray
- health inequalities are also linked to class and gender
- 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
- Marxists for example Doyle and Doyle and Pennell – ill health inequalities
- linked to social and economic conditions
- reference may be made to relevant and recent political, social or public debate in relation to issues of ethnicity and 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 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 that there has been a decline in the importance of conventional party politics. [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 conventional party politics
- reference to postmodern theories of power and politics linked to the work of Fraser
- the work of Foucault
- Baudrillard party politics an illusion regarding choice
- reference to rise of NSMs
- work of Hallsworth and work on NSMs
- any other relevant point.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1 a</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
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 Evaluate Marxist explanations 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. 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

- detail of Marxists explanations with some distinction between the different Marxists including neo-Marxists and feminist Marxists
- some detail of what is meant by power
- Marxist elite theorists such as Mills
- political and professional elites
- the work of Peston on 'Who runs Britain' may be used
- the role of the state – Marx, Miliband and Poulantzas
- elite self-recruitment and the work of the Sutton Trust and that of Thomas
- expect to see specific criticisms/evaluation of points raised
- Evaluation may be from Weberians/neo-Weberians, pluralists, postmodernists and some feminists
- the work of Dahl may be used in evaluation and also Hewitt and Grant and Marsh
- the work of the Equality and Human Rights Commission Report may be cited
- reference may be made to recent political, social or public debates in relation to power
- 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
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 Discuss the view that pluralism is the basis of power in the contemporary UK. [40]

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

Indicative content

- expect to see detailed exposition of pluralism
- discussion will involve a consideration of different approaches to pluralism
- Weberianism and the notion of a constant-sum concept of power
- the role of pressure groups and parties in a democracy – linked to the work of Grant
- expect to see detailed exposition of the work of Dahl – linked to the evidence of competing elites
- Hewitt and similar ideas
- Grant and Marsh – linked to work on the power of relatively small pressure groups
- expect to see specific criticisms/evaluation of points raised
- evaluation from functionalists such as Parsons and the notion of value consensus
- from Marxists such as Miliband
- evidence from the Peston Report on Who Runs Britain?
- the work of Heffernan – pressure groups do not necessarily increase access to power
- reference should be made to relevant and recent political, social or public debate regarding issues related to power
- 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 that the under development of less economically developed countries (LEDCs) is a result of Western capitalism. [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

- expect a link to dependency theory and the work of Frank
- reference to Chang and the notion of 'kicking the ladder away'
- possibly the work of Wallerstein and world systems
- 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 globalisation including economic, political and cultural globalisation
- competing explanations of globalisation -
- the neo-liberals – argue globalisation is positive
- the radicals/Marxists argue, like the neo-liberals, that globalisation is the spread of global capitalism but they see this as negative - globalisation increases poverty in developing countries
- Marxists also argue it destroys local cultures by a process of cultural imperialism
- the transformationalists – argue globalisation can lead to new hybrids – see globalisation as positive
- Ritzer and McDonaldisation
- the work of Hoogvelt is likely to be referred to and the view that geographic borders no longer relevant
- Hirst and Thompson
- Held and McGrew and different types of globalists
- the work of Collier and Sklair linked to the notion of a transnational capital
- Klein, Cohen and Kennedy may also be used
- expect to see specific criticisms/evaluation of points raised
- evaluation will be largely through the exploration of the competing explanations
- there may be some reference to winners and losers in the context of the competing explanations
- the work of Saul may be used to argue globalisation has slowed down and developing countries are reclaiming power
- there is nothing inevitable about globalisation linked to the work of Kunster
- reference should be made to relevant and recent political, social or public debate regarding issues related to globalisation
- 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 Trans National Corporations (TNCs) are too powerful. [40]

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

Indicative content

- expect to see a clear consideration of what is meant by TNCs
- a clear distinction between TNCs and MNCs
- expect to see a consideration of what is power and in particular what is power as used by TNCs, economically, politically and culturally
- expect to see Marxist/dependency theories being used to support the discussion
- reference to the work of Hoogvelt and also to Cardoso linked to the view that TNCs help to develop countries in a way which is sympathetic towards Western capitalism
- neo-Marxists and the view that TNCs exploit cheap labour in developing countries and keep wages low
- TNCs use their power to extract cheap raw materials
- TNCs are not accountable to the indigenous governments
- the TNCs use their power to interfere in political processes of developing countries
- power is also used to exploit local environments and to damage them, damage of the ecosystems
- examples such as NIKE and Gap – linked to child labour
- Union Carbide, Coca Cola and other relevant TNCs
- bio-piracy
- the work of Kerrigahan, Cudworth, Wield and Chataway and McGiffen may be used to support claims that TNCs are too powerful
- link to globalisation
- reference to EPZs
- expect to see specific criticisms/evaluation of points raised
- Evaluation may be from modernisation theorists
- Evaluation from neo-liberals
- TNCs bring investment and expertise
- TNCs create employment opportunities but jobs often go to expats in the country
- profits do not necessarily remain in the countries where TNCs are located
- control of the power of TNCs by global organisations such as EU and UN
- TNCs now accept some responsibility in developing countries – CSR
- reference may be made to relevant and recent political, social or public debate regarding issues relating to TNCs
- 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