



GCE A LEVEL MARKING SCHEME

SUMMER 2017

**A LEVEL (NEW)
SOCIOLOGY – COMPONENT 3
POWER AND STRATIFICATION
A200U30-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2017 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.

GCE A LEVEL SOCIOLOGY
SUMMER 2017 MARK SCHEME

COMPONENT 3

MARK SCHEME

Section A

1. (a) 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 such as official statistics and/or sociological research. The evidence cited should clearly demonstrate the inequality identified in the question. The AO2 marks will reflect the selection of appropriate evidence.

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

Areas of social life may be:

- Education - for example:
 - differential attainment, DfE statistics showing differences linked to gender.
 - Youth Cohort Studies.
 - subject choices – EOC, Thomas.
 - girls' aspirations and treatment of girls in school - Lees, Sharpe
 - streaming, setting and processes inside schools: Mirza, Fuller, Mac an Ghaill.
 - educational achievement - Francis
 - laddism and ladettes – Jackson
 - differential experiences and inequalities – Skelton
 - ethnicity and achievement - Gilborn and Mirza.
 - masculinities linked to boys 'underachievement'.
- Crime and deviance - for example:
 - patterns of offending, official police statistics, British Crime Survey and prison populations linked to gender.
 - evidence, such as Hall, linked to labelling, stop and search, patterns of policing.
 - Taylor, Walton and Young, Phillips and Bowling,
 - Heidensohn, Adler, Smart, Croall.
 - Messerschmidt, Katz, Lyng, Winlow.
- Health - for example:
 - patterns of gender inequalities in statistics, such as the ONS, with reference to mortality and morbidity.
 - Health Survey for England.
 - women often spend less time and money on their own health – linked to ideas of Graham
 - cultural factors – Perron – males who live alone
 - material factors – studies such as Arber and Thomas and Popay and Bartley
 - young male suicides – Taylor and Field

Work - for example

- patterns of gender inequalities in statistics, such as the ONS, with reference to job levels and occupations and the EOC
- Gendered pay – statistics from Cranfield school of management
- Reserve army of labour – Beechey
- Women and Work Commission
- vertical and horizontal segregation, the glass and the concrete ceiling, dual labour market theory.

Examples and evidence from other areas such as families and households, youth culture and media may also be used

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

- (b) Evaluate the contribution of Marxist explanations to an understanding of social inequalities. [40]

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

Indicative content

- Expect to see evaluation of Marxist and neo-Marxist explanations.
- Answers should focus on an evaluation of Marxist explanations to an understanding of social inequalities
- Answers should focus on the notions of the contribution and understanding of Marxist explanations of social inequalities.
 - Conflict linked to social class structure
 - base/superstructure – linked to the work of Althusser
 - ideas of the state in relation to social inequalities and power linked to the work of Miliband and Poulantzas
 - Ruling class ideology – a distortion of reality through socialisation and other processes.
 - false class consciousness – of the working class - linked to ruling class ideology.
 - Exploitation and oppression which both increase social inequalities.
 - cultural, economic and social capital - Bourdieu
 - hardening of class inequalities – Westergaard

Alternative explanations/theories of social inequalities should also be considered such as:

- functionalist
- Feminist
- Postmodernist
- Weberian/neo-Weberian

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

- (c) Discuss sociological explanations of the relationship between ethnicity and social inequalities. [40]

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

Indicative content

- Answers should demonstrate a discussion of inequalities linked to ethnic differences.
- A clear distinction should be made between different ethnic groups (minorities and majority)
- Expect to see an evaluation of theories such as Weberian/neo-Weberian, Marxism/neo-Marxism, postmodernism, feminism and theories of racism.

Ideas and writers referred to may include:

- Migration and assimilation – Park critiqued by Richardson and Lambert
- Marxist explanations for example Castles and Kosack
- Weberian/neo-Weberian explanations such as Barron and Norris - dual labour market
- asylum seekers and refugees linked to the work of Gibney, Garner and others
- research on Polish migrants in Manchester – Bielewska
- Institutional racism – Macpherson Report

Areas of social inequalities that may be used include:

- Health inequalities
 - Differences in some ethnic groups and diseases for example increased risk of stroke in African and African-Caribbean community.
 - Women from some ethnic groups less likely to attend pre-natal clinics due to intimidation/language/female doctor may not be available
 - midwives study – Bowler
 - racial harassment and poor health linked to the work of Karlsen and Nazroo
- Work:
 - Some ethnic groups concentrated in low paid work. Link back to Weberian/neo-Weberian explanations and also to work of Amin.
- Housing:
 - Some ethnic groups are living in poor housing
 - private sector rents
 - inner city 'ghettoes'
- Reference should be made to relevant and recent political, social or public debate regarding issues related to ethnic inequalities – such as employment, housing and health and also to refugees.

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

Option 1 Crime and Deviance

2. (a) Explain why some sociologists argue that the media amplifies deviance. [20]

This question requires an explanation of a sociological view. The view should be identified and there should be detailed and accurate points of knowledge for AO1 band 4. There should be a good coverage of sociological language and reference should 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

- Reference to those who favour this view such as interactionists
- cycle of newsworthiness
- product of news values
- agenda setting
- sensationalism
- media amplification linked to media and profit
- media and their encouragement of the general population's belief that society is losing traditional values linked to the work of Furedi
- folk devils and moral panics - Cohen
- London riots - Briggs
- Goode and Ben-Yehuda
- dance culture and raves linked to the work of Thornton
- media's amplification of black muggers in 1970s Hall
- hippies - Young
- Examples such as mods and rockers, dance culture, London riots may be used.

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

- (b) Evaluate the contribution of feminist explanations to an understanding of and deviance. [40]

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

Indicative content

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

Expect to see some of the following:

- control and societal expectations - Heidensohn
- girls supervised by parents more than boys – Smart, Lees supports this from the girls perspectives. The girls expressed concern re getting a bad reputation.
- w/c girls more likely to commit offences due to lack of control linked to work of Carlen
- conviction based on seriousness of offence not chivalry linked to work of Steward. Some support for it in the work of Allen and later in that of Newburn.
- Steward's research supported by Farrington and Morris.
- although dated Dobash and Dobash – found that police tended not to take domestic violence as seriously as it should have been.
- who are the criminals? Griffin and Willott
- increase in female crime – Adler. Society less patriarchal so girls more freedom to go out and to then possibly commit crime. Violent crime by women rising.
- postmodern view re why girls and women commit crime linked to work of Croall

Expect to see other relevant issues

- Crime as a product of patriarchy and dominance
- Chivalry thesis – courts treat men and women in different ways though Smart argues that in some cases, even rape, men are treated more sympathetically. This is supported by Walklate.
- Opportunity structures

Reference should be made to relevant and recent political, social or public debate regarding issues related to crime and deviance

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

- (c) Assess the view that official crime statistics do not reflect the extent of white-collar crime and corporate crime. [40]

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

Indicative content

- There should be a clear understanding of what is meant by white-collar and corporate crime.
 - crimes committed during legitimate work for example fraud, computer crime insider dealing – Sutherland, Croall
 - crime committed by large organisations such as tax evasion (Google, Amazon, Starbucks) – Croall,
 - subprime mortgages – Hagan
 - assessment of Sutherland – Nelkon
 - the distinction between white-collar and corporate crime - Slapper and Tombs
 - overlap between corporate and state crime – pollution, Michalowski and Kramer
- Evidence of the under-representation of white-collar and corporate crime. Evidence from official statistics, the BCS, victim surveys, self-report studies
 - under-reporting of white collar crime
 - victimless.
 - people not as fearful of white-collar and corporate crime as robbery and violence
- Police practices:
 - Not regarded as serious by police
 - less likely to be prosecuted – often dealt with 'in-house'
- Reference should be made to recent political, social or public debate regarding issues such as tax avoidance, global pollution, insider dealing by banks, Bhopal

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3)</i>
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
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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. (a) Explain why some sociologists argue that people with impairments are disabled by society. [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 should 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

- The view should be identified as the social model of disability - Hyde
- People with impairments may be excluded by the social environment for example access, transport
- The view that there are social barriers that prevent people with impairments from being included in society - Oliver.
- Disability is socially constructed Oliver, Shearer.
- The attitudes and beliefs of the non-disabled often exclude those with impairments - Shearer
- Disability the product of a capitalist society – Finklestein.
- Capitalism gains by maintaining a distinct nature of disability – Albrecht and Bury.
- Disability as influenced by the wider cultural representation of it – Shakespeare.

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

Either,

- (b) Evaluate the contribution of functionalist explanations to an understanding of health and illness. [40]

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

Indicative content

- There should be a clear exposition of functionalist explanations with specific reference to health and illness.
- Reference should be made to the contribution of functionalist explanations to an understanding of health and illness.
- Writers referred to should include Parsons
 - the sick role – a threat to social order
 - sickness as deviant
 - the need for the sick to comply with the elements of 'sickness
 - the rights and obligations that are attached to the 'sick role'
- There should be reference to the functionalist view of the role of the medical professions:
 - links to Parsons and the 'sick role'
 - doctors as gatekeepers
 - rights and obligations of doctors
 - high status of medical profession
 - role of the GMC
- Evaluation may be from:
 - improvements to health derives from improvement to sanitation – McKeown
 - the medical profession has a negative impact on health – clinical iatrogenesis linked to the work of Illich
 - Weberian/neo-Weberian view that the power and status of doctors does not necessarily come from their ability to treat patients but the strategies the profession uses to maintain their status – Friedson, Turner.
 - Feminists – medicine is male dominated and women 'treat themselves'
 - 'lay referrals' - linked to work of Friedson
 - doctor patient relationships are a site of conflict - Turner
- Further evaluation may come from
 - many symptoms are not brought to the attention of doctors - Young
 - only a small number of patients follow the advice given by doctors - Punamaki and Aschan
 - the rehabilitation role - Punamaki and Aschan
- Reference should be made to recent political, social or public debates for example Shipman and other similar cases, the role of the 111 service.

NB Expect to see less writers in answers to this question. There should be a focus on the concepts and theory relevant to functionalism and health and illness.

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

Or

- (c) Assess the view that social class is the main cause of inequalities in morbidity and mortality. [40]

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

Indicative content

- Expect to see assessment of ways in which social class may lead to inequalities in morbidity and mortality
- There should be reference to the notion of – leads to -
- Marxist and neo/Marxist theories.
- Reference to statistical data on life expectancy and specific illnesses from the ONS, Health statistics Quarterly or Cabinet Office may be made.
- Expect to see references to all social classes in relation to inequalities in morbidity and mortality but also expect a critique of 'lumping' all the working classes or all middle classes together
- Reference may be made to mortality and more likely to what is meant by morbidity.
- Structure may be provided by using the artefact/social selection/cultural and materialist explanations.

Expect to see some of the following:

- Reports such as Black Report, the Acheson Report, the Wanless Review and the Marmot Review
- life expectancy of the poor and their susceptibility to major illnesses linked to the work of Nettleton
- links to regional areas of deprivation - Shaw and Davey Smith
- IQ scores and healthy living - Batty and Deary
- working classes more likely to engage in risky behaviour as a rational response to their circumstances - Bartley – supported by Graham's research on working class women and smoking.
- Marxist ideas. Living conditions of the poor linked to capitalism - Doyal and Doyal and Pennell
- working class women who are single parents are likely to be poor with the attendant health problems that accompany poverty - Arber and Thomas
- Reference may also be made to some of the following issues
 - working classes go to the doctors more frequently than the middle classes and go for a wider range of issues than the middle classes – Browne and Bottrill
 - material factors such as housing, diet and working conditions - Martin, Lobstein latter linked to cost of healthy food.
 - negative view of health of the working class – Annandale and Field. More fatalistic and lower expectations.
 - women in working classes more likely to become ill and also die earlier than middle class women.
 - working class men more likely to work in dangerous conditions.
- Reference should be made to relevant and recent political, social or public debate regarding issues related to social class and health inequalities.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
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
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1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/question	1-3 marks Answers demonstrate limited ability to select and/or interpret and/or apply sociological theories/concepts/evidence in the context of the debate/ question	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined
	0 marks NRSP	0 marks NRSP	0 marks NRSP

Option 3 Power and Politics

4. (a) Explain why some sociologists argue that the electorate has become disillusioned with 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

- The link is to the view of the decline in party allegiance.
- Expect to see a clear explanation of what a political party is.
- Research by Joseph Rowntree Trust – Power Inquiry (2006).
- Reference to turnout in recent elections.
- Decline in membership in political parties.
- Rise in new social movements and single issue campaigns.
- Rise of Corbynism.
- Party members often passive.
- Electorate feel they cannot influence what happens at Westminster
- disenchantment from politics - Stoker
- post democracy - Crouch

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

Either,

- (b) Evaluate sociological explanations of the growth of new social movements. [40]

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

Indicative content

Expect to see evaluation of sociological explanation contribution of new social movements.

- The emphasis should be on growth.
- Expect to see a definition such as that of Hallsworth or Starr.
- There may be a distinction between NSMs and OSMs but the focus should be on NSMs.
- Expect to see competing explanations such as Marxist, collective behaviour and postmodern theories.
- NSMs are a way of protecting rights in a capitalist society and Touraine – NSMs are concerned with knowledge in a post industrial society – Touraine.
- NSMs are a result of the alienation experienced in a world of mass culture. It provides people with a counter-culture - Marcuse
- The link between NSMs and postmodern ideas re consumption and re identity - Crook

Expect to see some of the following:

- the notion of the rejection of the state but also the view that members of NSMs should not be all 'lumped' together - Faulks - he argues NSMs have had a big impact on British politics.
- the characteristics of NSMs for example informal, sense of identity and opposition to mainstream politics as espoused by Diani
- critique of those who distinguish between OSMs and NSMs - Cohen and Rai
- NSMs are part of the search for identity – Melucci
- reflexivity – people trying to ensure those with power behave responsibly as they reflect on the realities of the world – Giddens
- increasing risk in a global world - Beck

Reference may be made to ideas such as:

- defensive NSMs versus offensive NSMs
 - the Bunde – a type of defensive NSM. Focused on resistance to global capitalism – Hetherington
 - offensive NSMs are concerned with the defending the rights of marginalised groups
 - construction of identity politics including personal development, emotional openness and collective responsibility
 - post materialist values of many participants.
 - demographic profile – young and middle class.
 - role of social media in NSMs.
- Reference may be made to recent political, social or public debates such as the impact of new social movements on power and participation.
 - Relevant examples could be used such as eco warriors, reclaim the night, occupy and farm to table.

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

Or

- (c) Assess the view that political power is widely distributed in the contemporary UK [40]

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

Indicative content

- Expect to see a focus on pluralism.
- An exposition of pluralism. The distinction between classical and elite pluralism and their competing ideas re distribution of power.
- What is meant by power in relation to its distribution in the contemporary UK.
- Expect the pluralist view to be assessed using Marxist ideas.

Expect to see some of the following:

- power is diffused, groups exercise countervailing power, it can be situational and Dahl argues all elites are accountable.
 - Critique of Dahl by Newton who argues over half of Americans do not bother to vote in presidential elections.
 - supposedly powerful groups have no more influence than any other group linked to the work of Grant and Marsh
 - Lukes – argues there is a 'third dimension of power'
 - Urry and Wakeford – there are those with the power to prevent some issues coming to the attention of those in power.
 - Grant – an elite pluralist. Most pressure groups have some power and there are a range of PGs.
 - Marsh – like Grant takes an elite pluralist position.
 - Abercrombie and Warde – pluralist view of power can be challenged as power of pressure groups is not evenly distributed and in some cases there is no pressure group to represent a group.
 - Crouch - argues that TNCs have power to influence government/s and this is greater than small PGs. Pluralists argue they are just another voice.
 - Miliband – parliamentary socialism
- Reference may be made to recent political, social or public debates.

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

Option 4 World Sociology

5. (a) Explain why some sociologists argue that foreign aid does not reduce poverty in developing countries. [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 to see explanations of the view of Marxists and dependency theorists generally that aid does not reduce inequalities in developing countries.
- Aid often used by right wing governments to suppress insurrections by the poor.
- Neo-Marxist view that aid is used to expand global capitalism. For example aid is often 'tied' to the donor country economically. For example Kenya, Sierra Leone
- Aid undermines products of recipient states.
- official aid is a form of neo-colonialism – Hayter
- research on the over bureaucratisation of international organisations administering aid linked to the work of Hancock
- most African countries poorer now than the time they gained political independence – Erixon
- aid leads to a dependency culture linked to the work of Bauer

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

Either,

- (b) Evaluate the contribution of dependency theory to an understanding of development [40]

Answers will make judgements of the sociological concept, theory, or sociological debate. Answers will focus on the debate in the question. Credit will be given to the effective use of supporting sociological evidence, theories and concepts. Where answers demonstrate all abilities to the highest standard then they will be consistent with band 4. 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 exposition of dependency theory.
 - Marxist/neo Marxist ideas and dependency – exploitation of countries via neo-colonialism and imperialism.
 - Frank and the origins of dependency; colonialism/neo-colonialism. Counter criticisms re way in which Frank defined dependency. Also Goldthorpe's argument re the benefits of colonialism.
 - world trade and the legacy of colonialism – extraction of raw materials, focus on a few products, tariffs. For example Shell and RTZ.
 - underdevelopment arguments of Hayter
 - relationship of the metropolitan and indigenous bourgeois.
 - the economics of the developed and the underdeveloped countries become inextricably linked linked to the work of Hoogwelt
 - the exploitative relationship between the TNCs and the underdeveloped countries – Cardoso.
 - Failure also of TNCs to pay appropriate wages and provide good conditions.
 - The use of sweatshops by western companies such as Primark.
 - the problem of aid (Fredrik Erixon,) despite millions of dollars in aid African countries are poorer not richer.
 - counter criticisms such as Cassen's study arguing that aid can be effective in solving global inequalities.
 - arguments of Roberts and Hite re Frank's failure to acknowledge the way exploitation rates have changed over the years.
- Expect to see an evaluation of alternative theories and ideas such as Rostow and the role of modernisation in development. Criticisms of the generic claims about the damage of aid and debt such as those made by Gereffi or Evans. The notion of World systems theory as opposed to dependency used to criticise Marxist ideas about global inequalities.
- Sociological research and examples referred to should be used to support lines of discussion..
- Reference should be made to relevant and recent political, social or public debate regarding issues related to dependency.

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

Or

- (c) Assess the view that globalisation has made a major impact in the contemporary world [40]

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

Indicative content

- Expect to see assessment of the view that globalisation has made a major impact in the contemporary world. There should be a focus on the notion of impact.
- A clear exposition of what is meant by globalisation – economic, social, political and cultural. - Cohen and Kennedy may be referred to or Cochrane and Pain.
- The ideas of Hutton, Giddens and Mulgan might also be used.
- The debates of the Globalists -optimists and pessimists may be used to frame the view. as well as the ideas of the traditionalists and the transformationalists.
- Expect to see some relevant statistical data – UNESCO, World bank.
- Sociological research and examples should be used to support lines of discussion.
- Economic impact
 - growth of international trade. Linked to role of multinationals.
 - Marxist/neo Marxist ideas re global capitalism.
 - linked to ways in which multinationals can and do move plant and capital from one place to another and the affect of that on national economies linked to the work of Held and McGrew
 - McDonaldisation - Ritzer
 - economies of developing countries which are dependent on developed nations through over concentration on primary products, tariffs and quotas.
 - the impact of economic globalisation on the position of women in undeveloped countries – Sassen – low wages and long hours. An argument supported by Steans.
 - impact of globalisation on migration – arguments of Brah, Mac an Ghail and others.

- Cultural impact
 - Mackay – ideas of a global village - linked to positivists and pessimists and historically to McLuhan.
 - role of media and the growth of the quantity and value of cultural goods and ideas – UNESCO.
 - cultural imperialism – linked to patterns of ownership but opposed by those who argue local and national cultures still predominate.
 - the progressive possibilities of the internet as espoused by Rheingold
 - Pessimists view re the impact of cultural globalisation increasing inequalities and the concentration of ownership in a few hands as leading to a transnational. infrastructure which by-passes national and local cultures for example Disney, News Corporation, GE and Sony.
 - inequalities resulting from inflation in Western economies.
- Political impact
 - emergence of global politics. - such as G8, EU and NATO.
 - growth of international bodies
 - pluralist view re international global rules.
 - arguments of the transformationalists that there has been a reconfiguration of rather than a loss of state power.
- Reference should be made to relevant and recent political, social or public debate regarding issues related to globalization

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
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.
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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