



GCE A LEVEL MARKING SCHEME

SUMMER 2018

**A LEVEL (NEW)
SOCIOLOGY - UNIT 3
POWER AND CONTROL**

1200U30-1

INTRODUCTION

This marking scheme was used by WJEC for the 2018 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.

**WJEC A LEVEL SOCIOLOGY - UNIT 3
POWER AND CONTROL**

SUMMER 2018 MARK SCHEME

Option 1 – Crime and Deviance

1. (a) (i) Explain the meaning of white collar crime. [10]

Answers should include an accurate definition and knowledge points for band 3 AO1. Points should be supported with examples and/or evidence with clear explanations for band 3 AO2.

Indicative content

Candidates may refer to some but not necessarily all of the following:

- The distinction between types of white collar crimes – occupational, corporate and state.
- Examples of white collar crime – fraud and financial, personal harm, political crime.
- Sutherland.
- Marxist explanations of white collar and corporate crimes; Slapper and Tombs, Snider.
- Underestimation of white-collar crime.
- Selective law enforcement.
- Any other relevant material.

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

1. (a) (ii) Using sociological evidence and examples, explain gender differences in patterns of crime. [20]

AO1 band 4 answers will contain accurate knowledge points. For band 4 AO2, answers should demonstrate sound understanding through detailed examples and/or supporting evidence.

Indicative content

Candidates may refer to some but not necessarily all of the following:

- Patterns of male/female criminality, official statistics.
- Gender bias in the criminal justice system and the chivalry thesis; Pollak; Flood-Page; Campbell.
- Evidence against the chivalry thesis; Box; Steward; the Corston report.
- Double standards in criminal justice; Heidensohn; Allen; Carlen; Steward.
- Physiological causes; Lombroso; Moir and Jessel.
- Female crime and women's liberation; Adler;
- Carlen – women, crime and poverty.
- Social Control; Heidensohn; Toor.
- Masculinities and crime; Messerschmidt; Collier; Connell; Winlow.
- Women as victims of crime; domestic violence; Stanko.
- Any other relevant material.

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.	7-8marks 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.	3-4marks 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

1. (b) Discuss the view that official crime statistics are an accurate measure of crime. [40]

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

Indicative content:

Answers should make reference to more than one explanation of the accuracy of official statistics. The focus of the discussion will be on the accuracy of official statistics in measuring patterns of crime.

Candidates may refer to some but not necessarily all of the following:

- There may be a reference to patterns of crime.
- There will be a clear understanding of reasons why criminal statistics may not be an accurate measure of crime; influence of the public in not reporting all crime, influence of the police in recording practices, prejudices and stereotypes, priorities, discretion; Young, Piliavin and Briar, Chambliss.
- The influence of media in labelling and moral panics; Stan Cohen.
- The influence of courts; white collar crime, stereotypes, Sutherland.
- There may be reference to other forms of criminal statistics; Crime Survey for England and Wales, victim studies, self-report studies.
- There may be a reference to phenomenologists and the social construction of crime.
- There may be a reference to some criminal statistics being more accurate than others.
- Use of statistics by sociologists such as functionalists and right realists, use of victimisation studies by left realists.
- Alternative views should be used as criticism such as Marxists, interactionists.
- Reference may be made to recent political, social or public debate.
- Ideas should be compared and assessed with reference to supporting evidence.
- Any other relevant material.

Band	AO1 <i>element 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	11-13 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	11-13 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.	12-14 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	7-10 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	7-10 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.	8-11 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	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	4-6 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.	4-7 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

1. (c) Assess the functionalist view of crime and deviance. [40]

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

Indicative content:

The focus of the answer should be on an assessment of functionalist views of crime. Answers may make reference to a variety of theoretical viewpoints and examples to support or reject the view. There may be reference to more than one theoretical perspective in the discussion of the functionalist perspectives on crime and deviance. There will be a focus on the value of such accounts of crime to an understanding of criminal behaviour and action. Descriptive accounts of alternative views will not be highly rewarded.

Candidates may refer to:

An explanation of functionalist explanations of crime and deviance:

- Crime as inevitable and functional; Emile Durkheim; Clinard; Kingsley Davis.
- Strain theory; Merton.

Alternative explanations of crime and deviance that develop functionalist ideas:

- Sub-cultural explanations of crime and deviance; Cohen; Cloward and Ohlin; Miller.
- Underclass and crime; Murray

Critics of the functionalist perspective:

- Marxist perspectives; Chambliss; Snider; Gordon.
 - Interactionism, labelling theory; Becker; Young; Lemert; Cicourel.
 - Left and right realism; Lea and Young; Wilson;
- Any other relevant material.

Band	AO1 <i>element 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	11-13 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	11-13 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.	12-14 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	7-10 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	7-10 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.	8-11 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	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	4-6 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.	4-7 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

2. (a) (i) Explain the meaning of the term sick role. [10]

Answers should include an accurate definition and knowledge points for band 3 AO1. Points should be supported with examples and/or evidence with clear explanations for band 3 AO2.

Indicative content:

- Parsons concept of the sick role
- Rights of the sick role
- Obligations of the sick role
- Criticisms of Parsons' concept of the sick-role
- Rehabilitation role; Safilios-Roschild.
- The political economy perspective.
- Any other relevant material

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

2. (a) (ii) Using sociological evidence and examples, explain the relationship between age and health and illness. [20]

AO1 band 4 answers will contain accurate knowledge points one of which will be accurate definitions of the terms. For band 4 AO2, answers should demonstrate sound understanding through detailed examples and/or supporting evidence.

Indicative content:

- There should be a clear understanding of age inequalities in health and illness.
- Inverse care law; Tudor Hart.
- Expect to see reference to age inequalities such as:
 - Risk behaviour – smoking, alcohol use, diet.
 - Discrimination in cancer treatment.
 - Ageism for people with dementia; Lievesley.
 - Prioritisation of young people by N.H.S. mental health services.
 - Indirect ageism; Billings.
 - Poor standards of care experienced by the elderly.
- Subcultural explanations; Blaxter.
- Relationship between class and age; Child Poverty Action Group.
- Relationship between gender and age; Arber.
- ‘Chummy’ young doctors; Fallowfield.
- There may be reference to explanations of age inequalities in health and illness such as:
 - Marxist explanations; Doyal; O’Connor.
 - Pluralist approaches;
 - A combination of pluralist and Marxist approaches; Alford.
- Cultural/ behavioural explanations.
- Any other relevant material.

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

2. (b) Discuss sociological explanations of the relationship between social class and health and illness. [40]

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

Indicative content:

Answers may make reference to more than one theoretical perspective in the discussion of social class and ill health but these will be related directly to the question rather than providing a general overview of theory. Descriptive accounts of alternative views will not be highly rewarded.

Candidates may refer to some but not necessarily all of the following:

Detail of class inequalities such as:

- Mortality and morbidity rates.
- Access to healthcare and the inverse care law; Tudor Hart.
- Issues of demand.
- Social class and mental illness; Link and Phelan; Myers.

Explanations for class inequalities in health and illness such as:

- Cultural factors including diet; Roberts et al; smoking; ONS; alcohol consumption; Fone et al; leisure and lifestyle; Roberts et al.
- Material factors and the role of poverty; Shaw; Shaw, Dorling and Davey-Smith; Dobson.
- Marxist explanations including reference to the distribution of wealth and income, social policy, health and workplace organisation, private medicine; Doyal.
- Psycho-social explanations; Wilkinson and Pickett.
- Artefact explanation; Illsley.
- Social selection; Saunders.
- Class, power and access to resources.
- Poverty, region and health; Shaw et al.
- Black Report; Acheson Report; Wanless Report and other relevant reports.
- Reference to other inequalities such as gender, ethnicity and age.
- Reference to recent political, social or public debate regarding class inequalities and health and illness.
- Any other relevant material

Band	AO1 <i>element 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	11-13 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	11-13 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.	12-14 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	7-10 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	7-10 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.	8-11 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	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	4-6 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.	4-7 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. (c) Assess the biomedical model of health and illness. [40]

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

Indicative content:

- Expect assessment of the biomedical model of health and illness – using concepts such as scientific, biological, mind-body dualism and technology.
- Writers/theories referred to may include: Jewson – the three stages of the development of modern medicine; Sheeran – in many cases health and illness is realistically related to biological factors; the biomedical model is a positivist approach to understanding health and illness.
- Assessment of the biomedical model may be with reference to:
 - definitions of health and illness including that of the WHO;
 - the social model of health including the social construction of health and illness; Taylor;
 - the Marxist approach and Renaud's view that medicine is linked to capitalism. Navarro, another Marxist who argues the biomedical model is shaped by the ideology of capitalism and does not take account of social class;
 - the influence of gender, age, ethnicity and social class - Nettleton, Blaxter;
 - alternative/complementary approaches to health and illness such as homeopathy;
 - the biomedical model is less useful to explain improvements in health, than for example changes in diet and living conditions; McKeown;
 - the medical profession created a scientific language which allowed them to advocate the biomedical model and increased the power of the biomedical model; Foucault;
 - the biomedical approach to health and illness can be linked to iatrogenesis; Illich.
- Reference should be made to recent political, social or public debates such as the scientific development of drug use in cancer or lifestyle behaviours such as healthy eating.
- Any other relevant material.

Band	AO1 <i>element 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	11-13 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	11-13 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.	12-14 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	7-10 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	7-10 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.	8-11 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	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	4-6 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.	4-7 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 – Politics

3. (a) (i) Explain the meaning of the term new social movements. [10]

Answers should include an accurate definition and knowledge points for band 3 AO1. Points should be supported with examples and/or evidence with clear explanations for band 3 AO2.

Indicative content:

- New social movements and issues.
- Novel features of new social movements; Hallsworth.
- Global social movements; Cohen and Rai.
- Changes in social movements.
- New social movements and democracy.
- New social movements and postmodernisation; Pakulski and Waters.
- Any other relevant material.

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

3. (a) (ii) Using sociological evidence and examples, explain the relationship between age and voting. [20]

AO1 band 4 answers will contain accurate knowledge points one of which will be an accurate definition of the term. For band 4 AO2, answers should demonstrate sound understanding through detailed examples and/or supporting evidence.

Indicative content:

- Patterns of voting and political affiliations by age.
- Voter apathy in the young; Wilkinson and Mulgan; Fahmy; Furlong and Cartmel; White, Bruce and Ritchie.
- The myth of apathy.
- Single Issue and identity politics; Fahmy.
- Research by Joseph Rowntree Trust – Power Inquiry (2006).
- Rise in new social movements and youth membership.
- Age differences in the Brexit vote.
- Reducing the voting age to 16.
- Post democracy – Crouch.
- Any other relevant material

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.	7-8marks 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.	3-4marks 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

3. (b) Discuss the influence of pressure groups on the political process in the contemporary UK. [40]

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

Indicative content:

Expect to see a description of the nature of pressure groups:

- Types of pressure groups – Interest or sectional, promotional; Morgan
- Insider and outsider status of pressure groups; Duverger.

Expect to see a discussion of pressure groups and the distribution of power:

- Pluralism and polyarchal democracy.
- Neo-pluralism and ‘deformed polyarchy’.
- Marxist views on power differentials between pressure groups.
- New Right views on pressure groups destabilising democracy, hyperpluralism.
- Concern over the disproportionate influence of global transnational corporations.

Students may also discuss the emergence of new social movements, with recent political sociology having moved away from the study of pressure groups:

- Types of new social movements; Hallsworth; Storr; Diani
- New social movements and political action; Doherty; Faulks.
- Theories of new social movements such as Marxist – Habermas; Touraine; Marcuse and Postmodern – Crook et al; Beck; Giddens

Any other relevant material.

Band	AO1 <i>element 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	11-13 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	11-13 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.	12-14 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	7-10 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	7-10 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.	8-11 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	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	4-6 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.	4-7 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

3. (c) Assess pluralist explanations of the distribution of power in the UK. [40]

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

Indicative content:

- There should be a clear understanding of pluralist theories of power.
- There should be reference to key ideas such as: distribution of power, state as "honest broker", pressure groups, elite pluralists.
- Importance of pressure groups and ways to influence government; Garnett.
- Evidence from modern democracies supporting pluralism; Polsby; Grant and Marsh; Dahl.
- Criticisms of the pluralist theories of power such as concentration of power in some dominant pressure groups, third face of power, nondecision making.
- Alternative views used to criticise pluralism such as Marxism, feminism, theories of elite pluralism.
- Reference may be made to recent political, social or public debate.
- Ideas should be compared and evaluated with reference to supporting evidence.
- Any other relevant material.

Band	AO1 <i>element 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	11-13 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	11-13 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.	12-14 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	7-10 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	7-10 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.	8-11 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	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	4-6 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.	4-7 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

4. (a) (i) Explain the meaning of urbanisation. [10]

Answers should include an accurate definition and knowledge points for band 3 AO1. Points should be supported with examples and/or evidence with clear explanations for band 3 AO2.

Indicative content:

- Expect to see an accurate definition of the term urbanisation.
- Push and pull factors.
- Urbanisation and modernisation theory; Rostow; Hoselitz.
- Rapidity of growth and social problems.
- Dual sector economy.
- Environmental degradation, environmental pressure points; Ellwood.
- Urbanisation and dependency theory; Cohen and Kennedy.
- Any other relevant material.

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

4. (a) (ii) Using sociological evidence and examples, explain health inequalities in the developing world. [20]

AO1 band 4 answers will contain accurate knowledge points. For band 4 AO2, answers should demonstrate sound understanding through detailed examples and/or supporting evidence.

Indicative content:

- Evidence of inequalities in health between the developed and developing world, mortality and morbidity rates, HIV and AIDS rates, starvation rates.
- The relationship between gender and health in the developing world such as female genital mutilation, domestic violence, acid attacks, honour killing, female infanticide, etc.
- Access to health care, sanitation.
- Use of aid in alleviating health inequalities.
- Millenium development goals and progress towards them.
- Development as social wellbeing, the work of charitable organisations.
- Issues with war and conflict.
- Issues with rapid urbanisation.
- Population and consumption.
- Modernisation theory and cultural and religious explanations of inequalities; Parsons.
- Material explanations, dependency theory, world systems theory; Frank; Wallerstein.
- Neo-colonialism and trans-national exploitation impacting on health inequalities.
- Any other relevant material.

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

4. (b) Discuss the role of aid as a solution to global inequality. [40]

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

Indicative content:

- Different types of aid and their pros and cons in solving problems; bilateral aid, multilateral aid, emergency aid.
- The role of NGOs.
- The case for aid; Sachs, Cassen.
- Dependency theory is likely to be examined and evaluated in the context of the debate eg a discussion of tied aid, the aid business; Frank, Cohen and Kennedy, Hancock.
- Alternative theories may be examined to consider the usefulness of aid such as World Systems Theory; Wallerstein, Modernisation theory: Rostow, Neo-liberal theory; Erixon.
- Examples such as Sierra Leone may be used to support lines of debate; the ideas of Alibhai-Brown.
- Collier's 'four traps'.
- Riddell - Donors' responsibility for aid failure.
- The debt crisis; George; Bauer.
- The future of aid - Calderisi
- Reference may be made to recent political, social or public debate.
- Ideas should be compared and assessed with reference to supporting evidence.
- Any other relevant material.

Band	AO1 <i>element 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	11-13 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	11-13 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.	12-14 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	7-10 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	7-10 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.	8-11 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	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	4-6 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.	4-7 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

4. (c) Assess modernisation theory as an explanation of development. [40]

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

Indicative content:

Expect to see:

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

Expect to see:

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

Band	AO1 <i>element 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	11-13 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	11-13 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.	12-14 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	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	4-6 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.	4-7 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