GCE A LEVEL MARKING SCHEME

SUMMER 2023

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

INTRODUCTION

This marking scheme was used by WJEC for the 2023 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

Notes for examiners

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

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

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

UNIT 3 – POWER AND CONTROL

SUMMER 2023 MARK SCHEME

Option 1 – Crime and Deviance

Compulsory question

1. (a) (i) Explain the meaning of chivalry thesis. [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 chivalry thesis.
- Reference should be made to examples of chivalry thesis.
  There may be reference to:
- Gender bias and the criminal justice system such as:
- Otto Pollak – the 'masked female offender'.
- Self-report studies that have implied female offenders are more likely to escape conviction than males: Flood-Page et al.
- Chivalry thesis in the cautioning of offenders: Campbell; Newburn.
- Women less likely to be remanded in custody than released on bail.
- Apparent leniency towards female offenders found guilty of indictable motoring offences: Allen.
- Men given longer sentences: Ministry of Justice.
- There may be reference to associated concepts such as labelling but these must be directly linked to chivalry.
- Any other relevant point.

Band	AO1 *elements 1a & 1b*	AO2 *element 1a*
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

(ii) Using sociological evidence and examples, explain the relationship between age and crime and deviance. [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

- Relevant statistics on age and crime sourced from official statistics, victim studies and self-report studies.
- Subcultural theories of crime focused on working-class boys such as:
  o Delinquent subcultures and status frustration, Albert Cohen
  o Focal concerns, Miller
  o Drift theory, Matza
  o Moral panics and deviancy amplification involving young people, Stan Cohen; Jock Young; Fawbert
  o Edgework, Lyng
  o The negotiation of justice and the 'typical delinquent' – Cicourel
  o Right realist explanations – crime committed disproportionately by young men, Wilson and Hernstein
  o Children affected by media violence, Bandura
- Any other relevant point

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

Either,

1. (b) Discuss sociological explanations of social class differences in patterns 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

The focus of the answer should be on discussing different social classes' patterns of crime and how different theorists explain those patterns.

Answers should make reference to more than one theoretical perspective in the debate but these need to be related directly to the question i.e. focused on social class, rather than providing a general overview of explanations of crime.

Candidates may refer to:
- Relevant statistics on social class and patterns of crime sourced from official statistics, victim studies and self-report studies and the prevalence of working class conviction rates.
- Reference may be made to Marxist concepts as a framework for understanding crime in capitalist societies such as:
  Laws made in favour of the ruling class; Chambliss.
  Non-decision making; Chambliss; Davis.
  Corporate crime; Snider.
  Crime as inevitable in capitalist society; Chambliss; Gordon.
  Selective law enforcement; Gordon.
- Strain theory; Merton.
- Subcultural theory, status frustration; Albert Cohen.
- Underclass, over-generous welfare state; Murray.
- Interactionist explanations such as labelling; Becker.
- The 'typical delinquent'; Cicourel.
- Control theory, inadequate socialisation; Hirschi.
- Left realism, relative deprivation, societal inclusion and exclusion; Young.
- White collar crime; Sutherland; Nelken.
- Corporate crime; Elliot; Slapper and Tombs.
- Alternative factors that influence crime such as ethnicity and gender.
- Any other relevant point.

Band	AO1 *element 1a & 1b*	AO2 *element 1a*	AO3 *strands 1-3*
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

Or,

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

Clear exposition of Interactionist explanations of crime and deviance. This would include writers such as:
- Labelling theory and definitions of deviance, Becker
- Labelling and marijuana users, Young
- Primary and secondary deviance and societal reaction, Lemert
- Negotiation, moral entrepreneurs and the creation of rules, Becker
- Crime, labelling and the media:
- Deviancy amplification, Wilkins
- Moral panics, Cohen
- Labelling theory and social policies, Jones
- Labelling in relation to class, ethnicity, gender, age and crime and deviance
- Negotiation of justice, Cicourel

Other theories of crime may be discussed in order to evaluate interactionist explanations of crime and deviance:
- Marxist perspectives on crime and deviance, Chambliss; Pearce; Slapper and Tombs; Snider; Gordon
- Left Realism, Young, Lea, Matthews and Kinsey
- Right realist criminology, Wilson and Hernstein, Wilson and Kelling
- Crime as functional, Durkheim
- Subcultural theories, Cohen; Cloward and Ohlin; Miller
- Underclass and crime, Murray

- Any other relevant point.

Band	AO1 *element 1a & 1b*	AO2 *element 1a*	AO3 *strands 1-3*
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

Compulsory question

2. (a) (i) Explain the meaning of disability. [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 disability; socially imposed restriction on people's ability to perform tasks. So it is as much a social term as a physical one.
- Friedson suggests that the perception of disability is that disabled people have an impediment that prevents them from operating "normally".
- This is contested by Oliver who suggests that the medical profession imposes a label of sick on those with impairments.
- Finkelstien links the notion of disability to the industrial revolution because those with impairments were excluded from many types of work.
- Candidates may refer to impairment, handicap.

Band	AO1 *elements 1a & 1b*	AO2 *element 1a*
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

(ii) Using sociological evidence and examples, explain the relationship between ethnicity 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 ethnic inequalities in health and illness.
- Expect to see reference to specific diseases in terms of relative impacts on different ethnic groups such as experience of diabetes and heart disease, Gill et al.
- Covid 19 and the BAME community.
- Mental health and ethnic minority groups.
- Higher levels of bad health reported among ethnic minority groups, Health Survey for England.
- Collecting data on ethnicity and health and illness as problematic, Bradby.
- Explanations for differences between ethnic groups in health and illness such as:
  Genetic differences e.g. African-Caribbean experience of sickle-cell disease.
  Cultural explanations, Salway.
  Higher rates of poverty and deprivation among ethnic minority groups, Nazroo and Karlsen.
  Experience of racism, Nazroo and Karlsen; Nettleton.
- Intersectionality and understanding complex overlapping and interaction between ethnicity, gender, place and health, Annandale.

- Any other relevant point.

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

Either,

2. (b) Discuss sociological reasons for class inequalities in health and illness. [40]

Indicative content

Answers may make reference to more than one theoretical perspective in the discussion of 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.
  Social class differences in experiences of Covid 19.

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 point.

Band	AO1 *element 1a & 1b*	AO2 *element 1a*	AO3 *strands 1-3*
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

Or,

2. (c)   Assess interactionist explanations of health and disability. [40]

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

Indicative content

- The focus of the answer should be on interactionist explanations of health and disability. Answers may make reference to more than one theoretical perspective but these will be related directly to the question, that is, in relation to interactionism, rather than providing a general overview of various theories.
Expect to see a clear exposition of Interactionist explanations of health and disability such as:
- Illness as a form of social deviance and labelling, Rosenberg
- Illness as a moral issue, Helman
- Social construction of disease such as the presentation of cancer, Clarke
- Mental illness as a social construction, Scheff
- Stigma, Goffman
- Stigma and mental illness, Hall et al, Philo
- Illness behaviour, Mechanic
- Health belief model, Becker
- Negotiating death, Glaser and Strauss
- Interactionist explanations of disability, Goffman; Oliver

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

Band	AO1 *element 1a & 1b*	AO2 *element 1a*	AO3 *strands 1-3*
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 – World Sociology

Compulsory question

3. (a) (i) Explain the meaning of the term inequality. [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 inequality which may include reference to differences in life chances, wealth, opportunities and access to services.

- Examples should be cited to illustrate understanding and may be linked to aspects of inequality such as class, gender, ethnicity, age disability.

- Examples may highlight inequalities between the developed and the developing world and the debate surrounding development; westernisation.

- Answers may make reference to Rostow and/or Frank, dependency, ethnocentrism, colonialism but the focus should be on explaining and illustrating the meaning of inequality.

Band	AO1 *elements 1a & 1b*	AO2 *element 1a*
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

(ii) Using sociological evidence and examples, explain the relationship between globalisation and inequality in the developing world. [20]

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

Indicative content

- There should be a clear understanding of globalisation as the emergence of a global economic and cultural system, Steven.
- 'Mutually reinforcing transformations' of the world, Cohen and Kennedy.
- Theories of globalisation, globalists – hyper globalists and pessimistic globalists, traditionalists and transformationalists, Cochrane and Pain.
- Economic globalisation, Thompson.
- The new international division of labour, Frobel.
- World trade, General Agreement on Tariffs and Trade, the World Trade Organisation and the IMF.
- Transnational Corporations in the global economy, Ellwood.
- McDonaldisation, Ritzer.
- Globalisation and crime.
- Globalisation of culture, Cohen and Kennedy; Steven.
- Any other relevant point.

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

Either,

3. (b) Discuss the impact of world trade on global 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

- Answers may include different theories views on the impact of world trade on global development such as:
  Modernisation theory and trade required for take-off through the stages of development, Rostow.
  Neo-liberal preference for trade and TNC investment above aid in impacting on development, Bauer.
  Dependency theory and the role of TNCs in relation to aid and debt, and neo-colonialism; Frank.
  World systems theory, Wallerstein.
- Economies of developing countries as dependent on developed nations through over concentration of primary products, tariffs and quotas and inequalities resulting from inflation in Western economies; Frank; Hayter.
- TNCs as 'institutional psychopaths'; Bakan.
- The plantation economy in Jamaica; Elliott and Harvey.
- The benefits of investment by TNCs such as the creation of infrastructures (Goldthorpe).
- Ecological and people-centred theories, environmental degradation and a need for sustainable development, Kingsbury.
- Other influences on global development that might be compared in terms of impact such as:
  Aid, education, war and conflict, population growth, cultural change.
- Any other relevant point.

Band	AO1 *element 1a & 1b*	AO2 *element 1a*	AO3 *strands 1-3*
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

Or,

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

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

Indicative content

Marxist views of inequality such as:
- Dependency theory the origins of dependency, colonialism and neo-colonialism and transnational exploitation; Frank.
- Colonialism benefitting the world capitalist system, Harrison.
- Neo-colonial exploitation and world trade, Hayter.
- Examples of transnational exploitation, Bakan.
- Solutions to dependency, Roberts and Hite.
- World systems theory as a response to the criticisms of dependency theory, Gereffi.
- Four underlying principles of world systems theory and the modern world system, Wallerstein.
- Dependency theory and aid, Hayter.
- Neo-Marxist views on the economic agenda of tied aid.
- Dependency theory and overpopulation, Mamdani.
- Marxist-feminist views on the specific subordination and exploitation of women, Mies.
  Criticisms of Marxist views of inequality. These may include alternative views of inequality to be used as a critique of Marxist theories, such as:
  o Modernisation theory and stages of development, Rostow.
  o Neo-liberalist views such as traditional cultural systems impeding the working of the free-market economy, Bauer.
  o Ecological and people-centred theories of development such as development and environmental degradation, Kingsbury; Ellwood.

- Any other relevant point.

Band	AO1 *element 1a & 1b*	AO2 *element 1a*	AO3 *strands 1-3*
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