



GCE A LEVEL MARKING SCHEME

SUMMER 2024

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

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

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.

WJEC A LEVEL SOCIOLOGY
UNIT 3 – POWER AND CONTROL
SUMMER 2024 MARK SCHEME

Option 1 – Crime and Deviance

1. (a) (i) Explain the meaning of moral panic. [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 moral panic including reference to the media.
- Reference may be made to examples of moral panic.
- There may be reference to:
 - ‘Mods and Rockers’, moral panics and folk devils, Stan Cohen.
 - Looking at moral panics in the context of the media and growing sophistication of audiences, McRobbie and Thornton.
 - Deviancy amplification, Wilkins.
 - Moral entrepreneurs.
 - Marijuana users in North London, Jock Young.
 - Policing the crisis – Hall.
 - Ravers and ecstasy use, Redhead.
 - Binge drinking, Borsay.
 - Hoodies, Fawbert.
 - Moral panics as reactions to rapid social change, Furedi.
 - Moral panics serving an ideological function, Hall.
- Any other relevant point.

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 social class 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

- 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; Elliot; Slapper and Tombs. 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.
- 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.	7-8marks 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) Assess the view that the criminal justice system is institutionally racist. [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 (explanations of) dealing with crime and deviance. Answers may make reference to more than one theoretical perspective, but these will be related directly to the question rather than providing a general overview of theory.

- This may be evidenced by measurements/statistics of criminality amongst different ethnic groups.
- There may be definitions of institutional racism; Miles; Carmichael and Hamilton; Wellman; Katz; David Mason's five versions of institutional racism.
- The case of Stephen Lawrence and the Macpherson Inquiry
- The Lammy Report.
- The Denman Report.
- The Casey Report.
- Evidence of racism in the criminal justice system, for example: Policing and stops and searches; Phillips and Bowling; Newburn; Boorah Arrests, cautions and DNA; Phillips and Bowling Prosecuting and sentencing; Phillips and Brown; Mhlanga.
- Self-report studies and ethnicity and crime; Sharp and Budd.
- Media and deviance amplification, mugging and moral panic; Stuart Hall.
- The 'myth of black criminality'; Gilroy.

- Arguments against:
 - Evidence of ethnic minority criminality; Lea and Young.
 - Gangs and gun crime; Bullock and Tilley; Phillips and Bowling; Taylor.
 - Formation of subcultures that stress masculinity and may lead to crime, Sewell.
 - British Asian crime; Mawby and Batta; Desai.
 - Right realist views e.g. crime as a rational choice; Wilson.
 - There may also be reference to structural, cultural, underclass, and/or labelling explanations of the relationship between ethnicity and crime.

- Any other relevant material.

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

1. (c) 'Patriarchy must be considered when looking at crime.'
Discuss feminist views 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 feminist explanations of crime and deviance. This necessitates a focus on gender and crime. Answers may make reference to more than one theoretical perspective in the discussion, but these will be related directly to the question rather than providing a general overview of explanations of crime.

Candidates may refer to:

- Patterns of male/female criminality, official statistics, victim studies, self-report studies.
- Women, crime and poverty; Carlen.
- Women and social control; Heidensohn.
- Increase in female crime, liberation thesis; Adler.
- Arguments against women's liberation causing female crime; Heidensohn; Young.
- Ignorance of female criminality; Smart.
- Double standards in the criminal justice system; Smart; Walklate; Heidensohn; Carlen.
- Crime and conformity among British Asian girls.
- Reference to women as victims of crime such as domestic violence; Walklate; Dobash and Dobash; Collier.

The candidates may also refer to alternative explanations of crime that conflict with feminist explanations:

- Underestimation of female criminality; Pollak.
- Gender bias and criminal justice, the chivalry thesis; Allen; Flood-Page.
- Physiological explanations; Lombroso; Moir and Jessel.
- Ladette culture; Jackson.
- Expect to see specific criticisms of points raised.

Other theories of crime may be referred to but should be explicitly linked to feminist explanations i.e. in terms of evaluation.

- 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

2. (a) (i) Explain the meaning of medicalisation. [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

- A clear definition of medicalisation and how the medical profession has extended its control; Friedson.
- Medicine becoming an institution of social control; Zola.
- Medicalisation and iatrogenesis; Illich.
- Capitalism and medicalisation; Navarro.
- Feminism and medicalisation; Ehrenreich and English.
- Lay demand for medicalisation; Moynihan and Smith.
- Pharmaceuticalisation; Williams.
- 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 why people of some social classes are more likely to experience ill health than others. [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

- Detail of class inequalities such as: Mortality and morbidity rates.
- Access to healthcare and the inverse care law; Tudor Hart.
- Social class and mental illness; Link and Phelan; Myers.
- Social class differences in experiences of Covid 19.
- Cultural factors linked to class 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.
- Poverty, region and health; Shaw et al.
- Black Report; Acheson Report; Wanless Report and other relevant reports.
- Any other relevant material.

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

2. (b) Discuss the accuracy of official statistics on 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

- Measures of health and illness – official statistics on morbidity and mortality.
- Three main ways of collecting morbidity statistics: hospital and G.P. reports, those claiming incapacity benefits, national self-report surveys.
- Mortality rates – an objective measure? Hart.
- Statistical differences in terms of morbidity and mortality rates according to social class, gender and ethnicity:
 - The Black Report.
 - The Acheson Report.
- The Marmot Review.
- Issues with data collection on health and social class such as:
 - Ignoring significant improvements in health for the majority of the population, Illsley.
 - Issues with categorisation of people's occupations, Carr-Hill.
 - Marxist perspective on ignoring wider structural inequalities in society, Scambler.
- Geographical differences, Shaw.
- Ill-health as an explanation of social class, Illsley.
- The artefact approach in explaining statistical differences between:
 - Different social classes, Illsley; Carr-Hill.
 - Different genders, Annandale.
- Issues relating to mental illness and social class, gender and minority ethnic groups such as:
 - Effect of unemployment on mental health, Fryer.
 - Feminist view of women being labelled as 'mentally ill', Chesler.
 - Cultural bias in Western Psychiatry, Fernando.
- Expect to see specific criticisms of points raised.

- 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

2. (c) Discuss the usefulness of feminists' contributions to health and disability. [40]

Answers will make judgements of the usefulness 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

- Statistics on health inequalities relating to gender.
- Women as more economically disadvantaged than men, Miller and Glendinning.
- Female roles resulting in health inequalities, such as:
 - Women responsible for household budgets, Graham.
 - Women's domestic labour patterns, Popay and Bartley.
- Patriarchal society and expectations relating to the body, such as:
 - 'a devaluation of the feminine', Dworkin and Wachs.
 - Expectations to wear make-up, Dellinger and Williams.
 - Cosmetic surgery, Davis.
 - Anorexia, Bordo.
- Gender and mental illness – over-representation of women in the mental health statistics as a reflection of the patriarchal nature of society and the psychiatric profession, Chesler.
- Women's lack of power in society and experience of abuse reflected in mental health statistics, Williams and Watson.
- Issues over reproduction such as:
 - Control of reproduction, Oakley.
 - Medicalisation of reproduction, Stanworth.
 - Women as powerless in the world of reproductive technologies, Dworkin.
- Implications for women of taking the caring role in healthcare, Pascal.

- Other theories may be referred to but should be explicitly linked to feminist explanations i.e. in terms of evaluation such as:
 - Artefact explanations, Annandale.
 - Biological explanations – women as stronger.
 - Gender and risk, Lyng.

- 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

3. (a) (i) Explain the meaning of the term Transnational Corporation (TNC). [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 Transnational Corporation.
- Economic globalisation and the power of TNCs; Ellwood.
- McDonaldisation, Ritzer.
- ‘Burgernomics’, Pakko and Pollard.
- Modernisation theory and the need for TNC investment for take-off through the stages of development; Rostow.
- Neo-liberal theories focused on development through trade via TNC investment rather than aid, Bauer.
- Western sponsorship of development, Kingsbury.
- Dependency theory and TNC’s as a form of neo-colonialist exploitation, Bakan.
- Examples of TNCs acting immorally and illegally in the pursuit of profit in the developing world.
- Any other relevant point.

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 education 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 may be references to different views on education in relation to inequality in the developing world such as:
 - Modernisation views seeing the implementation of Western education as necessary and beneficial to development and education as an interventionist ‘motor’; Rostow; Hoselitz.
 - People centred approaches, education for empowerment, UNDP.
 - Dependency theory views of education as a tool of exploitation; Smith.
 - Neoliberalism and need for privatisation of education, structural adjustment plans, Hill.
- The education of women; Abbott and Wallace; Boserup; Adamson.
- The need for appropriate development; Kingsbury et al; Ellwood.
- 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

3. (b) Discuss explanations for the lack of development in Less Economically Developed Countries (LEDC's). [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

- What is development? Such as:
Development as economic wellbeing, as social wellbeing, sustainable development, development or Westernisation?
- Modernisation theory and the stages of development, Rostow.
- Neo-liberalist theories of development, Bauer.
- Neo-modernisation and culture as a primary variable for development, Huntington.
- Marxist ideas on development, for example, dependency theory and the role of TNCs in relation to aid and debt, the origins of dependency, colonialism and neo-colonialism, Frank.
- Economies of developing countries are dependent on developed nations through over concentration of primary products, tariffs and quotas and inequalities resulting from inflation in Western economies; Frank; Hayter.
- Trans-national companies forging links with local landed elites; Hoogvelt; Cardoso.
- TNCs as 'institutional psychopaths'; Bakan.
- Neo-colonialism and trans-national exploitation such as: Shell in Nigeria, Bhopal, Coca-Cola in India and other exploitative practices by TNC's.
- World systems theory, Wallerstein.
- Ecological and people-centred theories of development.
- Issues with aid, the aid business, Collier; Hancock.
- The debt crisis.
- Issues surrounding population growth.
- War and conflict in the developing world, Duffield.
- Expect to see specific criticisms of points raised.
- 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

3. (c) Assess feminist 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

- Answers may refer to measurements/statistics of inequality, specifically gender inequality in the developing world.
- There may be examples of (gender) inequalities in the developing world, as referenced by feminist writers, Mies; Leonard; Hay and Stichter.
- There should be reference to feminist explanations of inequality such as:
 - Women as a 'fifth world'; Steinem.
 - Patriarchy and development; Neumayer and Plumper.
 - Marginalisation thesis; Abbott and Wallace; Delphy and Leonard; Wichterich.
 - Exploitation thesis/ Marxist-feminist explanations; Mies; Deere; Van Allen.
 - Postmodern-feminist approaches; Hunt; Mohanty.
 - Eco-feminism, Shiva.
- There may also be other explanations of inequality that provide a critique of feminist approaches such as:
 - Modernisation theory and the effects of culture, Boserup.
 - Modernisation and stages of development, Rostow.
 - Women viewed as inferior to men; Foster-Carter.
 - Dependency theory, Frank.
 - World Systems theory, Wallerstein.
- The increasing inequality of women in some areas of the developing world; Van der Gaag.
- Potential solutions to gender inequality in the developing world from various feminist standpoints, for example, Marxist-feminist Molyneux.
- 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