

**GCE**

**Sociology**

Unit **G674**: Exploring Social Inequality and Difference

Advanced GCE

**Mark Scheme for June 2015**

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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1. These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Unclear
S	Explicit application of source for questions 1 and 2
	Concept
	Developed point
	Example
	Evaluation - both positive and negative
	Interpretation and application
	Juxtaposition of theories without direct evaluation
	Knowledge and understanding
	Irrelevant or not answering question
	Repetition
	Study
	Theory
^	Unsubstantiated/undeveloped/implicit
BP	Blank Page
	Highlight

## MARK SCHEME:

Question	Answer	Marks	Content	Guidance
1	<p><b>QUESTION: Outline and explain why respondent validation is used in sociological research.</b></p> <p><b>AO1: Knowledge and Understanding</b></p> <p>Respondent validation usually occurs during the period of data collection when feedback is obtained from the participants about the accuracy of the data they have given, and also the researcher's interpretation of that data.</p> <p>In addition, feedback after the completion of the research project on the interpretation of all the data that has been obtained and interpreted can provide another type of validation.</p> <p>Interpretive, realist, feminist and other research perspectives use respondent validation to improve the validity of quantitative and qualitative data.</p> <p>Respondent validation may involve activities/uses such as:</p> <ul style="list-style-type: none"> <li>• Checking the accuracy of the recording of data e.g. from interviews</li> <li>• Confirming that the data may be used in the research</li> <li>• Confirming that the description of</li> </ul>	15	<p>Candidates may give examples of research that has used respondent validation.</p> <p>Candidates may refer to concepts such as:</p> <ul style="list-style-type: none"> <li>• Collection and recording of data</li> <li>• data analysis</li> <li>• quantitative and qualitative approaches to evidence and data</li> <li>• validity</li> <li>• other relevant response</li> </ul> <p>Data should be used from the source material for illustrative purposes and/or from other sociological sources, from material associated with this unit, as well as other units in the Specification.</p>	<p><b>Levels of Response</b></p> <p><b>Level 5                    9-10 marks</b></p> <p>Candidates show an excellent knowledge and understanding. The response demonstrates detail, depth and accuracy of a wide range of sociological material with a strong focus on sociological concepts and methodology/theory. Candidates draw upon information from the source material and their wider knowledge. The quality of written communication will be excellent presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling.</p> <p>There are likely to be 3 or more developed points.</p> <p><b>Level 4                    7-8 marks</b></p> <p>Candidates show a very good knowledge and understanding. The response is wide ranging with some detail with some focus on sociological concepts and methodology/theory; the material is generally accurate although lacks the depth of the band above. Candidates draw upon information from the source material</p>

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	<p>attitudes, beliefs and values is an accurate representation</p> <ul style="list-style-type: none"> <li>• Verifying that interpretations of information gathered by researchers matches that of the respondents and are fair and free from bias/distortion</li> <li>• Reading drafts of research reports</li> <li>• Checking the validity of conclusions</li> </ul> <p>Respondent validation can be particularly useful in:</p> <ul style="list-style-type: none"> <li>• Qualitative research about the experience, perspectives, understanding and meaning of people's lives and identity</li> <li>• Sensitive areas of research where the intention is to capture the detail of people's lives that reflects their own situation and experience e.g. vulnerable or deviant groups</li> <li>• Ethnography to ensure accuracy of understanding/interpretation of the group/culture being studied</li> <li>• Giving status to and valuing the contribution of the respondents to the research process, as in feminist approaches</li> <li>• Where the outcomes of research</li> </ul>		<p>and their wider knowledge. The quality of written communication will be very good presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.</p> <p>There are likely to be 2 or more developed points or a wide range of undeveloped points.</p> <p><b>Level 3                      5-6 marks</b> Candidates show a good knowledge and understanding. The response shows knowledge and understanding which is <i>either</i> ranging <i>or</i> detailed. There will be some understanding of concepts and methodology but under-developed. Responses are generally clear and accurate, though may contain some errors. Candidates draw upon information from the source material and/or their wider knowledge. The quality of written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.</p> <p>There are likely to be 1 or more developed points or a range of undeveloped points.</p> <p><b>Level 2                      3-4 marks</b> Candidates show a basic knowledge</p>

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	<p>may be used to change the environment or place of study and understanding the culture of the setting is important e.g. action research</p> <ul style="list-style-type: none"> <li>• case studies and action research projects</li> <li>• democratic research processes</li> <li>• promoting ethical research</li> <li>• empowering the subjects of the research</li> <li>• Other reasonable response</li> </ul> <p>An example of respondent validation should be drawn from the source:</p> <ul style="list-style-type: none"> <li>• Checking the data from the focus groups in the study of working class boys</li> </ul> <p>There are examples of respondent validation that may be drawn from general background knowledge of social research. These might include:</p> <ul style="list-style-type: none"> <li>• Mac An Ghail 1988</li> <li>• Silverman 2005</li> </ul>		<p>and understanding. The response lacks range and detail, and may occasionally be unclear or inaccurate, and contain errors. Knowledge and understanding may be partial. Candidates may draw upon information from the source material and/or wider knowledge. The quality of written communication will be basic, presenting some sociological material and some errors of grammar, punctuation and spelling.</p> <p>There are likely to be 1-2 relevant but undeveloped points.</p> <p><b>Level 1</b>                      <b>1-2 marks</b></p> <p>Candidates show a limited knowledge and understanding. The response lacks width and detail, and shows considerable inaccuracy and lack of clarity; the candidate may simply describe an aspect of research methods in general. There is very little sociological content. Candidates may/may not draw upon information from the source material or wider knowledge. The quality of written communication will be limited, presenting some sociological material with limited coherence and frequent errors of grammar, punctuation and spelling.</p>

Question	Answer	Marks		Guidance
	<p><b>AO2a: Interpretation and Application</b></p> <p>Candidates are expected to interpret and apply their knowledge and understanding of respondent validation and methodology in general in their response to the question. This may also be related to the study of the context and aspect of social inequality under consideration; that of working class boys in education. A detailed understanding of this topic is not expected.</p>	5	<p>Candidates at the higher levels of response (L5 and L4) tend to refer back to the question/issue in a clear and explicit way.</p> <p>Most candidates will achieve a L3 and above if the material is generally relevant.</p> <p>Candidates who do not use the Source material cannot achieve above L2.</p> <p>Candidates at L1 tend to talk about research methods in general with respondent validation being implicit.</p>	<p><b>0 marks</b> No relevant sociological knowledge or understanding of the nature, purpose and uses of respondent validation.</p> <p><b>AO2a: Interpretation and Application</b></p> <p><b>Level 5</b> <b>5 marks</b> Candidates show an excellent ability to interpret sociological knowledge and apply it to uses in sociological research. The material is clearly, explicitly and consistently related to the question and source.</p> <p><b>Level 4</b> <b>4 marks</b> Candidates show a very good ability to interpret sociological knowledge and apply it to uses in sociological research. The material is clearly and explicitly related to the question and source.</p> <p><b>Level 3</b> <b>3 marks</b> Candidates show a good ability to interpret sociological knowledge and apply it to uses in sociological research. The material is related to the question and source occasionally and the relevance may be implicit at times.</p>

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				<p><b>Level 2</b> <b>2 marks</b> Candidates show a basic ability to interpret sociological knowledge and apply it to uses in sociological research. The material is partially relevant, generalised and lacking focus; it may simply be recycled from the Source.</p> <p><b>Level 1</b> <b>1 mark</b> Candidates show a limited ability to interpret sociological knowledge and apply it to uses in sociological research. The material is only marginally related to the question.</p> <p><b>0 marks</b> No relevant sociological interpretation or application.</p>
2	<p><b>QUESTION: Outline and assess the view that focus group interviews are the best way to research working class boys and educational success.</b></p> <p><b>AO1: Knowledge and Understanding</b></p> <p>Candidates are expected to show knowledge and understanding of focus groups in research and related methodological issues.</p> <p>Focus groups are a qualitative method within sociological research, which usually gathering data and evidence that is in-depth, detailed and descriptive, rather than</p>	25	<p>Candidates are likely to refer to methodological issues and concepts such as:</p> <ul style="list-style-type: none"> <li>• interpretive</li> <li>• positivist</li> <li>• qualitative</li> <li>• quantitative</li> <li>• realist</li> <li>• feminist</li> <li>• action</li> <li>• meanings and experiences</li> <li>• empathy</li> </ul>	<p><b>AO1: Knowledge and Understanding</b></p> <p><b>Level 5</b> <b>5 marks</b> Candidates show an excellent knowledge and understanding. The response demonstrates detail, depth and accuracy of a wide range of sociological material with a strong focus on sociological concepts and methodology/theory. Candidates draw upon information from the source material and their wider knowledge. The quality of written communication will be excellent presenting</p>



Question	Answer	Marks	Guidance
	<p>numerical or quantitative data in a statistical form. These methods usually involve gathering information about the experience of social life from the point of view of the subjects/actors in small groups. The first focus groups were created at the <a href="#">Bureau of Applied Social Research</a> in the USA, by <a href="#">Merton</a>.</p> <p>Questions are asked in an interactive group setting where participants are free to talk with other group members. These settings are often seen as more natural than one-to-one interviews; increased openness and rapport can potentially be created</p> <p>Focus groups are often used in small scale research within organisational settings, for example schools, the workplace and hospitals.</p> <p>Qualitative methods tend to be high in validity and low in reliability. They are favoured by interpretive and action theorists rather than positivist and structuralist approaches to research. They are used to discover the meaning and subjective understanding of those being researched. The research is usually small scale and at a micro-level.</p> <p>Some of the uses are:</p> <ul style="list-style-type: none"> <li>• Group discussion produces data and insights that would be less accessible without interaction found in a group setting, e.g. listening to others' experiences</li> </ul>		<ul style="list-style-type: none"> <li>• rapport</li> <li>• reflexivity</li> <li>• subjectivity and objectivity</li> <li>• validity – accuracy/truthfulness/reality of data gathered</li> <li>• reliability – comparability of data gathered</li> <li>• representative</li> <li>• generalisable</li> <li>• replicable</li> <li>• ethical issues associated with focus groups/qualitative methods</li> <li>• other relevant response</li> </ul> <p>appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling.</p> <p>There are likely to be 3 or more developed points.</p> <p><b>Level 4                      4 marks</b></p> <p>Candidates show a very good knowledge and understanding. The response is wide ranging with some detail with some focus on sociological concepts and methodology/theory; the material is generally accurate although lacks the depth of the band above. Candidates draw upon information from the source material and their wider knowledge. The quality of written communication will be very good presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.</p> <p>There are likely to be 2 or more developed points or a wide range of undeveloped points.</p> <p><b>Level 3                      3 marks</b></p> <p>Candidates show a good knowledge and understanding. The response shows knowledge and understanding which is <i>either</i> ranging <i>or</i> detailed. There will be some understanding of</p>

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	<p>stimulates memories and ideas in participants</p> <ul style="list-style-type: none"> <li>• Group members discover a common language to describe similar experiences</li> <li>• Focus groups also provide an opportunity for disclosure among similar others in a setting where participants feel secure and validated e.g. in <a href="#">workplace bullying</a></li> </ul> <p>Candidates should discuss the use of focus groups for this research problem – that of the experience of working class boys of educational success.</p>		<p>concepts and methodology but under-developed. Responses are generally clear and accurate, though may contain some errors. Candidates draw upon information from the source material and/or their wider knowledge. The quality of written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.</p> <p>There are likely to be 1 or more developed points or a range of undeveloped points.</p> <p><b>Level 2                      2 marks</b></p> <p>Candidates show a basic knowledge and understanding. The response lacks range and detail, and may occasionally be unclear or inaccurate, and contain errors. Knowledge and understanding may be partial. Candidates may draw upon information from the source material and/or wider knowledge. The quality of written communication will be basic, presenting some sociological material and some errors of grammar, punctuation and spelling.</p> <p>There are likely to be 1-2 relevant but undeveloped points.</p>

Question	Answer	Marks	Guidance
	<p><b>AO2a: Interpretation and application</b></p> <p>Candidates are expected to interpret and apply their knowledge and understanding of qualitative methods as a research method and methodology in general in their response to the question. Discussion of the concepts of validity, reliability, representativeness and generalisability in relation to qualitative methods for this research problem is also expected. This</p>	<p>In addition to those listed above for A01, candidates are likely to refer to methodological issues and concepts such as:</p> <ul style="list-style-type: none"> <li>• access</li> <li>• target population</li> <li>• sampling</li> </ul>	<p><b>Level 1</b>                      <b>1 mark</b></p> <p>Candidates show a limited knowledge and understanding. The response lacks width and detail, and shows considerable inaccuracy and lack of clarity; the candidate may simply describe an aspect of research methods in general. There is very little sociological content. Candidates may/may not draw upon information from the source material or wider knowledge. The quality of written communication will be limited, presenting some sociological material with limited coherence and frequent errors of grammar, punctuation and spelling.</p> <p><b>0 marks</b></p> <p>No relevant sociological knowledge or understanding of the nature, purpose and uses of focus group interviews.</p> <p>.</p> <p><b>AO2a: Interpretation and Application</b></p> <p><b>Level 5</b>                      <b>5 marks</b></p> <p>Candidates show an excellent ability to interpret sociological knowledge and apply it to uses in sociological research. The material is clearly, explicitly and consistently related to the question and source.</p>

Question	Answer	Marks	Guidance
	<p>may also relate to the study of the context and aspect of inequality and difference under consideration; that of working class boys in education. A detailed understanding of this topic is not expected. The response may also relate the selection or choice of qualitative methods to the research aim.</p>		<p> <ul style="list-style-type: none"> <li>• gaining understanding of meaning and purpose</li> <li>• developing rapport</li> <li>• ethical issues</li> <li>• fitness for purpose</li> <li>• other relevant response</li> </ul> <p>Candidates at the higher levels of response (L5 and L4) tend to refer back to the question/issue in a clear and explicit way.</p> <p>Most candidates will achieve a L3 and above if the material is generally relevant.</p> <p>Candidates who do not use the Source material cannot achieve above L2.</p> <p>Candidates at L1 tend to talk about research methods in general focus groups being implicit.</p> <p> <b>Level 4</b> <span style="float: right;"><b>4 marks</b></span>  Candidates show a very good ability to interpret sociological knowledge and apply it to uses in sociological research. The material is clearly and explicitly related to the question and source. </p> <p> <b>Level 3</b> <span style="float: right;"><b>3 marks</b></span>  Candidates show a good ability to interpret sociological knowledge and apply it to uses in sociological research. The material is related to the question and source occasionally and the relevance may be implicit at times. </p> <p> <b>Level 2</b> <span style="float: right;"><b>2 marks</b></span>  Candidates show a basic ability to interpret sociological knowledge and apply it to uses in sociological research. The material is partially relevant, generalised and lacking focus; it may simply be recycled from the Source. </p> <p> <b>Level 1</b> <span style="float: right;"><b>1 mark</b></span>  Candidates show a limited ability to interpret sociological knowledge and apply it to uses in sociological research. The material is only marginally related to the question. </p> <p> <b>0 marks</b>  No relevant sociological interpretation or application. </p> </p>

Question	Answer	Marks	Guidance
	<p><b>AO2b: Analysis and Evaluation</b></p> <p>Candidates should discuss the advantages and disadvantages of focus groups, especially in relation to the concepts of validity, reliability, representativeness and generalisability, and relate this to the context of the question, that of understanding the experience of working class boys and educational success.</p>		<p><b>AO2b: Analysis and Evaluation</b></p> <p><b>Level 5                      13-15 marks</b> Candidates show an excellent ability to analyse and evaluate. Sustained evaluative skills are demonstrated throughout and the response has an analytical and reflective tone. There will be a clear discussion of the method for the purpose of the research, and a clear attempt to draw a conclusion about/assess the value of this method in this context. There will be a wide range of concepts and methodology. There will be a wide range of strengths and weaknesses.</p> <p>There are likely to be 3 or more developed evaluative points with additional undeveloped points.</p> <p><b>Level 4                      10-12 marks</b> Candidates show a very good ability to analyse and evaluate. There will be a discussion of the method for the purpose of the research, and an attempt to draw a conclusion about/assess the value of this method in this context. There will be a range of concepts and methodology. There will be a range of strengths and weaknesses.</p>

Question	Answer	Marks	Guidance
			<p data-bbox="1115 209 1464 405">Ethical issues may be raised, for example of confidentiality, permission, access and the potential impact on the lives of those studied.</p> <p data-bbox="1496 209 1973 373">There are likely to be 2 or more developed evaluative points with some additional undeveloped points or a wide range of undeveloped points.</p> <p data-bbox="1496 411 1984 440"><b>Level 3</b> <span style="float: right;"><b>7-9 marks</b></span></p> <p data-bbox="1496 448 1989 778">Candidates show a good ability to analyse and evaluate. Responses will raise some points of evaluation but may leave these undeveloped. There will be some concepts and methodology. There will be some strengths and/or weaknesses. The discussion will be explicitly related to the research context occasionally.</p> <p data-bbox="1496 818 1973 951">There are likely to be 1 or more developed evaluative points with some additional undeveloped points or a range of undeveloped points.</p> <p data-bbox="1496 991 1984 1019"><b>Level 2</b> <span style="float: right;"><b>4-6 marks</b></span></p> <p data-bbox="1496 1027 1989 1358">Candidates show a basic ability to analyse and analyse. Responses are likely to offer a few generalised evaluative points with little supporting explanation i.e. asserted. If present, different methodological approaches are likely to be juxtaposed simply and implicitly. The discussion may not be related to the research context, or merely implied.</p>

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				<p>There may be some concepts and methodology but used partially or with some inaccuracy. There will be a few strengths and/or weaknesses. The discussion will be implicitly related to the research context occasionally.</p> <p>There are likely to be 1-2 undeveloped evaluative points.</p> <p><b>Level 1</b> <b>1-3 marks</b> Candidates show a limited ability to analyse and evaluate. Responses may include implied evaluation; however this is likely to be minimal, assertive or tangential to the main issue and context.</p> <p><b>0 marks</b> No relevant sociological analysis or evaluation.</p>
3	a	<p><b>QUESTION: Outline the evidence that social class inequality still exists in the UK.</b></p> <p><b>AO1: Knowledge and Understanding</b></p> <p>Candidates should draw upon their knowledge and understanding of social class inequality in the contemporary UK. Aspects of society that are likely to be identified and discussed are:</p>	20	<p>Candidates may refer to sociological studies and writing by:</p> <ul style="list-style-type: none"> <li>• Saunders</li> <li>• Polemus</li> </ul> <p><b>AO1: Knowledge and Understanding</b></p> <p><b>Level 5</b> <b>13-15 marks</b> Candidates show an excellent knowledge and understanding of relevant evidence. The response demonstrates considerable depth, detail, sophistication and accuracy of a wide range of sociological material.</p> <p>The response is likely to include 3 or more areas of social life, 3 or more</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• education</li> <li>• family</li> <li>• employment</li> <li>• income and wealth</li> <li>• health and welfare</li> <li>• housing</li> <li>• political power</li> <li>• patterns of crime and deviance</li> <li>• other relevant response</li> </ul> <p>Sociological evidence may include empirical studies, data, contemporary examples, concepts, and theoretical material if relevant.</p> <p>The following concepts may be identified and discussed:</p> <ul style="list-style-type: none"> <li>• different social classes – ruling, upper, middle, working, lower, underclass</li> <li>• changes in class structure</li> <li>• increasing inequality in the distribution of wealth</li> <li>• growth of the underclass</li> <li>• unemployment</li> <li>• income and wealth</li> <li>• social exclusion</li> <li>• marginalization</li> <li>• fragmentation</li> <li>• proletarianisation</li> <li>• embourgeoisement</li> <li>• social mobility</li> <li>• class identity and culture</li> </ul>		<ul style="list-style-type: none"> <li>• Pakulski and Walters</li> <li>• Payne</li> <li>• Surridge</li> <li>• Theil</li> <li>• Bourdieu</li> <li>• Westergaard and Resler</li> <li>• Gramsci</li> <li>• Dahrendorf</li> <li>• Roberts</li> <li>• Savage</li> <li>• Other relevant response drawn from other units of study</li> </ul> <p>Contemporary examples might include:</p> <ul style="list-style-type: none"> <li>• increasing gap between rich and poor and the distribution of wealth</li> <li>• recent patterns in educational achievement</li> <li>• unemployment and work experience in the economic recession/crisis</li> <li>• patterns of child poverty</li> <li>• growing size of</li> </ul>



Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• other relevant response</li> </ul>		<p>underclass</p> <ul style="list-style-type: none"> <li>• impact of increased taxation and withdrawal of benefits</li> <li>• place of ethnic minorities/youth/women i.e. intersection issues</li> <li>• other relevant response</li> </ul> <p>sociological evidence and concepts but undeveloped. Responses are mostly clear and accurate.</p> <p>The response is likely to include 3 areas of social life, with 2-3 undeveloped points per area or 2 areas of social life more fully developed.</p> <p>The quality of written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.</p> <p><b>Level 2</b> <span style="float: right;"><b>4-6 marks</b></span>  Candidates show a basic knowledge and understanding of relevant evidence. The response lacks width and detail, and may occasionally be unclear or inaccurate, and contain errors. Knowledge and understanding of evidence and concepts may be partial, inaccurate and undeveloped.</p> <p>The response is likely to include 1-2 areas of social life, with 1-2 points per area; or 1 area more fully.</p> <p>The quality of written communication will be basic, presenting some sociological material and some errors of grammar, punctuation and spelling.</p>

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	<p><b>AO2a: Interpretation and Application</b></p> <p>Candidates are expected to interpret and apply their knowledge and understanding of evidence about social class inequality in their response to the question.</p>	<p>Candidates at the higher levels of response (L5 and L4) tend to refer back to the question/issue in a clear and explicit way.</p> <p>Most candidates will achieve a L3 and above if the material is generally relevant.</p>	<p><b>Level 1</b> <b>1-3 marks</b>  Candidates show a limited knowledge and understanding of relevant evidence. The response contains very little sociological material and shows considerable inaccuracy and lack of clarity/relevance.</p> <p>The response may simply describe an aspect of inequality in general.</p> <p>The quality of written communication will be limited, presenting some sociological material with limited coherence and frequent errors of grammar, punctuation and spelling.</p> <p><b>0 marks</b>  No relevant sociological knowledge or understanding.</p> <p><b>AO2a: Interpretation and Application</b></p> <p><b>Level 5</b> <b>5 marks</b>  Candidates show an excellent ability to interpret sociological knowledge and evidence. The material is clearly, explicitly and consistently related to the question.</p> <p><b>Level 4</b> <b>4 marks</b>  Candidates show a very good ability to interpret sociological knowledge and evidence. The material is clearly</p>

Question		Answer	Marks	Guidance
				<p>and explicitly related to the question.</p> <p><b>Level 3</b> <b>3 marks</b> Candidates show a good ability to interpret sociological knowledge and evidence. The material is related to the question occasionally and the relevance may be implicit at times.</p> <p><b>Level 2</b> <b>2 marks</b> Candidates show a basic ability to interpret sociological knowledge and evidence. The material is partially relevant, generalised and lacking focus.</p> <p><b>Level 1</b> <b>1 mark</b> Candidates show a limited ability to interpret sociological knowledge and evidence. The material is only marginally related to the question.</p> <p><b>0 marks</b> No relevant sociological interpretation or application.</p>
3	b	<p><b>QUESTION: Outline and assess the view that class inequality is functional for society.</b></p> <p><b>AO1: Knowledge and Understanding</b></p> <p>Functionalist approaches to social class inequalities should be presented and described. The following concepts may be</p>	40	<p>Social class inequalities in different aspects of social life may be used to</p> <p><b>AO1: Knowledge and Understanding</b></p> <p><b>Level 5</b> <b>13-15 marks</b> Candidates show an excellent knowledge and understanding. The</p>

Question	Answer	Marks	Guidance
	<p>identified and discussed:</p> <ul style="list-style-type: none"> <li>• norms and values</li> <li>• socialisation</li> <li>• consensus</li> <li>• structure</li> <li>• meritocracy</li> <li>• role allocation</li> <li>• functions</li> <li>• status</li> <li>• power</li> <li>• class</li> <li>• exploitation</li> <li>• other relevant response</li> </ul>		<p>illustrate answers, such as education, employment, income and wealth, health and welfare, housing, political power, and patterns of crime and deviance. Alternative theoretical explanations of inequality and difference may be explored and/or juxtaposed, for example Marxist, neo-Marxist, Weberian, feminist and post modern. The impact on social class of ethnicity, gender and age may be compared or contrasted, as well as the intersection/interrelationship of these dimensions.</p> <p>Candidates may refer to functionalist writers such as:</p> <ul style="list-style-type: none"> <li>• Parsons</li> <li>• Merton</li> <li>• Durkheim</li> <li>• Davis and Moore</li> <li>• Tumin</li> <li>• other relevant response</li> </ul> <p>response demonstrates considerable depth, detail, sophistication and accuracy of a wide range of sociological material, especially theoretical and conceptual.</p> <p>The response is likely to describe 4 or more aspects of the target theory and refer to a wide range of concepts and studies.</p> <p>The quality of written communication will be excellent presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling.</p> <p><b>Level 4</b> <b>10-12 marks</b> Candidates show a very good knowledge and understanding. The response is wide ranging with some detail; the material is generally accurate although lacks depth.</p> <p>The response is likely to describe 3 or more aspects of the target theory and refer to a range of concepts and studies.</p> <p>The quality of written communication will be very good presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.</p>

Question	Answer	Marks	Guidance
			<p><b>Level 3</b> <span style="float: right;"><b>7-9 marks</b></span></p> <p>Candidates show a good knowledge and understanding which is <i>either</i> ranging <i>or</i> detailed. There will be some sociological evidence and concepts but undeveloped. Responses are mostly clear and accurate.</p> <p>The response is likely to describe 2 or more aspects of the target theory and refer to some concepts and studies.</p> <p>The quality of written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.</p> <p><b>Level 2</b> <span style="float: right;"><b>4-6 marks</b></span></p> <p>Candidates show a basic knowledge and understanding. The response lacks width and detail, and may occasionally be unclear or inaccurate, and contain errors. Knowledge and understanding of evidence and concepts may be partial, inaccurate and undeveloped.</p> <p>The response is likely to describe 1 or more aspects of the target theory and refer to a few concepts and/or studies.</p> <p>The quality of written communication will be basic, presenting some</p>

Question	Answer	Marks	Guidance
	<p><b>AO2a: Interpretation and Application</b></p> <p>Candidates are expected to interpret and apply their knowledge and understanding of functionalist approaches to social class inequalities in their response to the question.</p>	<p>Candidates at the higher levels of response (L5 and L4) tend to refer back to the question/issue in a clear and explicit way.</p> <p>Most candidates will achieve a L3 and above if</p>	<p>sociological material and some errors of grammar, punctuation and spelling.</p> <p><b>Level 1</b> <span style="float: right;"><b>1-3 marks</b></span>  Candidates show a limited knowledge and understanding. The response contains very little sociological material and shows considerable inaccuracy and lack of clarity/relevance.</p> <p>The response may simply describe an aspect of inequality in general.</p> <p>The quality of written communication will be limited, presenting some sociological material with limited coherence and frequent errors of grammar, punctuation and spelling.</p> <p><b>0 marks</b>  No relevant sociological knowledge or understanding.</p> <p><b>AO2a: Interpretation and Application</b></p> <p><b>Level 5</b> <span style="float: right;"><b>5 marks</b></span>  Candidates show an excellent ability to interpret sociological knowledge and evidence. The material is clearly, explicitly and consistently related to the question.</p>

Question	Answer	Marks	Guidance
	<p data-bbox="398 1257 833 1289"><b>AO2b: Analysis and Evaluation</b></p> <p data-bbox="398 1326 967 1422">Candidates are expected to evaluate functionalist explanations of social class inequalities, presenting a range of strengths</p>		<p data-bbox="1115 209 1435 268">the material is generally relevant.</p> <p data-bbox="1115 309 1442 475">Candidates at L1 tend to talk about inequality in general with functionalist explanations of social class being implicit.</p> <p data-bbox="1496 209 1995 375"><b>Level 4</b> <b>4 marks</b> Candidates show a very good ability to interpret sociological knowledge and evidence. The material is clearly and explicitly related to the question.</p> <p data-bbox="1496 411 1995 611"><b>Level 3</b> <b>3 marks</b> Candidates show a good ability to interpret sociological knowledge and evidence. The material is related to the question occasionally and the relevance may be implicit at times.</p> <p data-bbox="1496 647 1995 847"><b>Level 2</b> <b>2 marks</b> Candidates show a basic ability to interpret sociological knowledge and evidence. The material is partially relevant, generalised and lacking focus.</p> <p data-bbox="1496 884 1995 1050"><b>Level 1</b> <b>1 mark</b> Candidates show a limited ability to interpret sociological knowledge and evidence. The material is only marginally related to the question.</p> <p data-bbox="1496 1086 1995 1185"><b>0 marks</b> No relevant sociological interpretation or application.</p> <p data-bbox="1496 1222 1935 1254"><b>AO2b: Analysis and Evaluation</b></p> <p data-bbox="1496 1291 1995 1422"><b>Level 5</b> <b>17-20 marks</b> Candidates show an excellent ability to analyse and evaluate. Sustained evaluative skills are demonstrated</p>

Question	Answer	Marks	Guidance
	<p>and/or weaknesses of this view and different theoretical interpretations of social class in society. Likely arguments might include:</p> <ul style="list-style-type: none"> <li>• emphasises social structure based on common norms and values</li> <li>• sees social change as a process of development</li> <li>• theory may be applied to many societies</li> <li>• emphasizes importance of stability and harmony in patterns of inequality</li> <li>• underemphasises social action in society</li> <li>• underemphasises conflict, class and wealth in inequality, in comparison to Marxist approaches</li> <li>• doesn't acknowledge the way other aspects of inequality may reinforce each other, e.g. age, ethnicity and gender</li> <li>• neglects changing nature, fluidity and eclectic nature of culture and inequality in post modern society</li> <li>• other relevant response</li> </ul> <p>Comparison of alternative theoretical explanations is expected, for example Marxist, neo-Marxist, feminist, Weberian and post modern.</p>		<p>throughout and the response has an analytical and reflective tone. Responses should offer a critical review of the target theoretical perspective or view drawing upon 2 or more alternative theoretical perspectives.</p> <p>There will be a clear attempt to draw a conclusion about/assess the value of the theoretical perspective or view that is the focus of the question. There will be a wide range of strengths and weaknesses.</p> <p>There are likely to be 4 or more developed evaluative points with additional undeveloped points.</p> <p><b>Level 4</b> <b>13-16 marks</b> Candidates show a very good ability to analyse and evaluate. Responses should offer a critical review of the target theoretical perspective or view drawing upon 2 or more alternative theoretical perspectives.</p> <p>There will be an attempt to draw a conclusion about/assess the value of the theoretical perspective or view that is the focus of the question. There will be a range of strengths and weaknesses.</p> <p>There are likely to be 3 or more</p>



Question	Answer	Marks	Guidance
			<p>developed evaluative points with some additional undeveloped points.</p> <p><b>Level 3</b> <b>9-12 marks</b>  Candidates show a good ability to analyse and evaluate. Responses should offer a critical review of the target theoretical perspective or view drawing upon 1 or more alternative theoretical perspectives.</p> <p>There may be a weak attempt to draw a conclusion about/assess the value of the theoretical perspective or view that is the focus of the question. There will be some strengths and/or weaknesses.</p> <p>There are likely to be 2 or more developed evaluative points or a range of undeveloped points.</p> <p><b>Level 2</b> <b>5-8 marks</b>  Candidates show a basic ability to analyse and evaluate. Responses are likely to offer a few generalised, asserted evaluative points with little supporting evidence or argument. If present, different theoretical approaches are likely to be juxtaposed simply and implicitly. Material may be partial and inaccurate.</p> <p>There are likely to be some undeveloped points.</p>

Question		Answer	Marks	Guidance
				<p><b>Level 1</b> <b>1-4 marks</b> Candidates show a limited ability to analyse and evaluate. Evaluation is only implicit, minimal, assertive and tangential to the main issue.</p> <p><b>0 marks</b> No relevant sociological evaluation or analysis.</p>
4	a	<p><b>QUESTION: 4a. Outline the evidence that males and females continue to be unequal in the contemporary UK.</b></p> <p><b>AO1: Knowledge and Understanding</b></p> <p>Candidates should draw upon their knowledge and understanding of gender inequality from different units within the specification, exploring differences between both males and females. Aspects of gender inequality that are likely to be identified and discussed are:</p> <ul style="list-style-type: none"> <li>• education</li> <li>• family</li> <li>• employment</li> <li>• income and wealth</li> <li>• health and welfare</li> <li>• housing</li> <li>• poverty</li> <li>• political power</li> <li>• patterns of crime and deviance</li> <li>• other relevant response</li> </ul>	20	<p>Candidates may refer to sociological studies and writing by:</p> <ul style="list-style-type: none"> <li>• Heasley</li> <li>• Groth</li> <li>• Farrell</li> <li>• Oakley</li> <li>• Greer</li> <li>• Walby</li> <li>• Pollert</li> <li>• Abbott et al</li> <li>• Hakim</li> <li>• Barron and Norris</li> <li>• McDowell</li> <li>• Adkins</li> <li>• Gilmore</li> <li>• Seidler</li> </ul> <p><b>AO1: Knowledge and Understanding</b></p> <p><b>Level 5</b> <b>13-15 marks</b> Candidates show an excellent knowledge and understanding of relevant evidence. The response demonstrates considerable depth, detail, sophistication and accuracy of a wide range of sociological material.</p> <p>The response is likely to include 3 or more areas of social life, 3 or more clear points per area and a wide range of different types of evidence in the response as a whole.</p> <p>The quality of written communication will be excellent presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling.</p>

Question	Answer	Marks	Guidance
	<p>Candidates should discuss patterns of inequality between males and females to highlight the position of both. Sociological evidence may include empirical studies, data, contemporary examples, concepts, and theoretical material if relevant.</p> <p>The following concepts may be identified and discussed:</p> <ul style="list-style-type: none"> <li>• patriarchy</li> <li>• status</li> <li>• power</li> <li>• social mobility</li> <li>• stereotypical gender roles</li> <li>• conjugal roles</li> <li>• dual role</li> <li>• socialisation</li> <li>• glass ceiling</li> <li>• dual labour market</li> <li>• class and occupational structure</li> <li>• reserve army</li> <li>• human capital theory</li> <li>• segregation of jobs</li> <li>• marginalization</li> <li>• social exclusion</li> <li>• masculinities</li> <li>• access to power and political representation</li> <li>• other relevant response</li> </ul>		<ul style="list-style-type: none"> <li>• Connell</li> <li>• Other relevant response drawn from other units of study</li> </ul> <p>The impact on gender inequality of ethnicity, age and class may be compared or contrasted, as well as the intersection/interrelationship of these dimensions.</p> <p>Contemporary examples might include:</p> <ul style="list-style-type: none"> <li>• Recent patterns of educational achievement</li> <li>• Changes in the occupational structure</li> <li>• Differential impact of recession</li> <li>• Larger numbers of males in higher level occupational/political posts</li> <li>• Access to male dominated employment opportunities restricted for females and vice versa</li> <li>• Higher levels of male deviance and</li> </ul> <p><b>Level 4</b> <b>10-12 marks</b> Candidates show a very good knowledge and understanding of relevant evidence. The response is wide ranging with some detail; the material is generally accurate although lacks depth.</p> <p>The response is likely to include 3 areas of social life, 3 clear points per area and some different types of evidence in the response as a whole.</p> <p>The quality of written communication will be very good presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.</p> <p><b>Level 3</b> <b>7-9 marks</b> Candidates show a good knowledge and understanding of relevant evidence which is <i>either</i> ranging <i>or</i> detailed. There will be some sociological evidence and concepts but undeveloped. Responses are mostly clear and accurate.</p> <p>The response is likely to include 3 areas of social life, with 2-3 undeveloped points per area or 2 areas of social life more fully developed; with some different types of evidence in the response as a whole.</p>

Question	Answer	Marks	Guidance
			<p>criminality in statistics</p> <ul style="list-style-type: none"> <li>• Patterns of health e.g. males life expectancy/health worse generally</li> <li>• Portrayal of gender in media becoming more diverse but still male dominated</li> <li>• Roles in the family</li> <li>• Incidence of poverty</li> <li>• other relevant response</li> </ul> <p>The quality of written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.</p> <p><b>Level 2</b> <b>4-6 marks</b> Candidates show a basic knowledge and understanding of relevant evidence. The response lacks width and detail, and may occasionally be unclear or inaccurate, and contain errors. Knowledge and understanding of evidence and concepts may be partial, inaccurate and undeveloped.</p> <p>The response is likely to include 1-2 areas of social life, with 1-2 points per area; or 1 area more fully. The evidence is likely to be narrow in scope and with few types across the response as a whole.</p> <p>The quality of written communication will be basic, presenting some sociological material and some errors of grammar, punctuation and spelling.</p> <p><b>Level 1</b> <b>1-3 marks</b> Candidates show a limited knowledge and understanding of relevant evidence. The response contains very little sociological material and shows considerable inaccuracy and lack of clarity/relevance.</p>

Question	Answer	Marks	Guidance
	<p><b>AO2a: Interpretation and Application</b></p> <p>Candidates are expected to interpret and apply their knowledge and understanding of gender inequality in their response to the question.</p>		<p>The response may simply describe an aspect of inequality in general.</p> <p>The quality of written communication will be limited, presenting some sociological material with limited coherence and frequent errors of grammar, punctuation and spelling.</p> <p><b>0 marks</b> No relevant sociological knowledge or understanding.</p> <p><b>AO2a: Interpretation and Application</b></p> <p><b>Level 5</b> <b>5 marks</b> Candidates show an excellent ability to interpret sociological knowledge and evidence. The material is clearly, explicitly and consistently related to the question.</p> <p><b>Level 4</b> <b>4 marks</b> Candidates show a very good ability to interpret sociological knowledge and evidence. The material is clearly and explicitly related to the question.</p> <p><b>Level 3</b> <b>3 marks</b> Candidates show a good ability to interpret sociological knowledge and evidence. The material is related to the question occasionally and the relevance may be implicit at times.</p> <p>Candidates at the higher levels of response (L5 and L4) tend to refer back to the question/issue in a clear and explicit way.</p> <p>Most candidates will achieve a L3 and above if the material is generally relevant.</p> <p>Candidates at L1 tend to talk about inequality in general with gender disadvantage being implicit.</p>

Question		Answer	Marks	Guidance
				<p><b>Level 2</b> <b>2 marks</b> Candidates show a basic ability to interpret sociological knowledge and evidence. The material is partially relevant, generalised and lacking focus.</p> <p><b>Level 1</b> <b>1 mark</b> Candidates show a limited ability to interpret sociological knowledge and evidence. The material is only marginally related to the question.</p> <p><b>0 marks</b> No relevant sociological interpretation or application.</p>
4	b	<p><b>QUESTION: 4b. Outline and assess the view that gender is the most important form of social inequality.</b></p> <p><b>AO1: Knowledge and Understanding</b></p> <p>A number of feminist and other approaches to gender and inequality may be presented and described. Some candidates may only discuss feminist theories without directly addressing the idea of gender being the most important form of inequality – this acceptable.</p> <p>Candidates may also focus on feminist explanations or a range of different sociological explanations.</p>	40	<p><b>AO1: Knowledge and Understanding</b></p> <p><b>Level 5</b> <b>13-15 marks</b> Candidates show an excellent knowledge and understanding. The response demonstrates considerable depth, detail, sophistication and accuracy of a wide range of sociological material, especially theoretical and conceptual.</p> <p>The response is likely to describe 4 or more aspects of the target theory and refer to a wide range of concepts and studies.</p>

Question	Answer	Marks	Guidance
	<p>The following concepts may be identified and discussed:</p> <ul style="list-style-type: none"> <li>• gender</li> <li>• sexual division of labour</li> <li>• sexism</li> <li>• glass ceiling</li> <li>• patriarchy</li> <li>• vertical and horizontal segregation</li> <li>• dual career</li> <li>• triple systems</li> <li>• human capital</li> <li>• socialisation</li> <li>• capitalism and social class</li> <li>• status</li> <li>• power</li> <li>• ethnicity and race</li> <li>• fragmentation</li> <li>• cultural differences</li> <li>• individualisation</li> <li>• identity</li> <li>• other relevant response</li> </ul> <p>Candidates may refer to sociological writers such as:</p> <ul style="list-style-type: none"> <li>• Walby</li> <li>• Firestone</li> <li>• Millet</li> <li>• Hartmann</li> <li>• Oakley</li> <li>• Abbott</li> <li>• Collins</li> </ul>		<p>difference may be explored and/or juxtaposed, for example Marxist, neo-Marxist, functionalist, feminist, post modern and Weberian. Structural, action and cultural approaches to explaining gender inequality may be explored. The impact on gender inequality of age, ethnicity and class may be compared or contrasted, as well as the intersection/interrelationship of these dimensions.</p> <p><b>Level 4 10-12 marks</b> Candidates show a very good knowledge and understanding. The response is wide ranging with some detail; the material is generally accurate although lacks depth.</p> <p>The response is likely to describe 3 or more aspects of the target theory and refer to a range of concepts and studies.</p> <p>The quality of written communication will be very good presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.</p> <p><b>Level 3 7-9 marks</b> Candidates show a good knowledge and understanding which is <i>either</i> ranging <i>or</i> detailed. There will be some sociological evidence and concepts but undeveloped. Responses are mostly clear and accurate.</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• Mirza</li> <li>• Hakim</li> <li>• Derrida</li> <li>• Haste</li> <li>• Marx</li> <li>• Weber</li> <li>• other relevant response</li> </ul>		<p>The response is likely to describe 2 or more aspects of the target theory and refer to some concepts and studies.</p> <p>The quality of written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.</p> <p><b>Level 2</b> <span style="float: right;"><b>4-6 marks</b></span>  Candidates show a basic knowledge and understanding. The response lacks width and detail, and may occasionally be unclear or inaccurate, and contain errors. Knowledge and understanding of evidence and concepts may be partial, inaccurate and undeveloped.</p> <p>The response is likely to describe 1 or more aspects of the target theory and refer to a few concepts and/or studies.</p> <p>The quality of written communication will be basic, presenting some sociological material and some errors of grammar, punctuation and spelling.</p> <p><b>Level 1</b> <span style="float: right;"><b>1-3 marks</b></span>  Candidates show a limited knowledge and understanding. The response contains very little sociological material and shows considerable inaccuracy and lack of clarity/relevance.</p>



Question	Answer	Marks	Guidance
	<p><b>AO2a: Interpretation and Application</b></p> <p>Candidates are expected to interpret and apply their knowledge and understanding of feminist and other explanations of inequality in their response to the question.</p>		<p>The response may simply describe an aspect of inequality in general.</p> <p>The quality of written communication will be limited, presenting some sociological material with limited coherence and frequent errors of grammar, punctuation and spelling.</p> <p><b>0 marks</b> No relevant sociological knowledge or understanding.</p> <p><b>AO2a: Interpretation and Application</b></p> <p><b>Level 5</b> <b>5 marks</b> Candidates show an excellent ability to interpret sociological knowledge and evidence. The material is clearly, explicitly and consistently related to the question.</p> <p><b>Level 4</b> <b>4 marks</b> Candidates show a very good ability to interpret sociological knowledge and evidence. The material is clearly and explicitly related to the question.</p> <p><b>Level 3</b> <b>3 marks</b> Candidates show a good ability to interpret sociological knowledge and evidence. The material is related to the question occasionally and the</p>

Question	Answer	Marks	Guidance
	<p><b>AO2b: Analysis and Evaluation</b></p> <p>Candidates are expected to evaluate and assess sociological explanations of gender inequality, presenting a range of strengths and/or weaknesses of these approaches to understanding gender inequality. Likely arguments might include:</p> <ul style="list-style-type: none"> <li>• recognizes the role of male power and dominance in creating gender inequality in the workplace</li> <li>• values female contributions to societies, celebrates female cultures</li> </ul>		<p>relevance may be implicit at times.</p> <p><b>Level 2</b> <span style="float: right;"><b>2 marks</b></span>  Candidates show a basic ability to interpret sociological knowledge and evidence. The material is partially relevant, generalised and lacking focus.</p> <p><b>Level 1</b> <span style="float: right;"><b>1 mark</b></span>  Candidates show a limited ability to interpret sociological knowledge and evidence. The material is only marginally related to the question.</p> <p><b>0 marks</b>  No relevant sociological interpretation or application.</p> <p><b>AO2b: Analysis and Evaluation</b></p> <p><b>Level 5</b> <span style="float: right;"><b>17-20 marks</b></span>  Candidates show an excellent ability to analyse and evaluate. Sustained evaluative skills are demonstrated throughout and the response has an analytical and reflective tone. Responses should offer a critical review of the target theoretical perspective or view drawing upon 2 or more alternative theoretical perspectives.</p> <p>There will be a clear attempt to draw a conclusion about/assess the value of</p>

Question	Answer	Marks	Guidance
	<p>and recognises the role of women in the workplace</p> <ul style="list-style-type: none"> <li>• provides a theoretical basis for addressing gender inequalities in the workplace</li> <li>• helps to understand the linking of gender inequality across different aspects of social life – family, education, media, crime, etc.</li> <li>• doesn't provide an explanation of the origins of patriarchy historically or socially</li> <li>• the role of socialization and biological influences not highlighted sufficiently</li> <li>• underestimates the importance of class, race, ethnicity and age in inequality</li> <li>• tends to underestimate the importance of concepts like status and power in understanding inequalities</li> <li>• underestimates the changing and fragmented nature of social and gender inequality, diversity and culture</li> <li>• doesn't acknowledge the way class and other aspects of inequality may reinforce each other, e.g. race and gender</li> <li>• other relevant response</li> </ul> <p>Comparison of alternative theoretical explanations is expected, for example</p>		<p>the theoretical perspective or view that is the focus of the question. There will be a wide range of strengths and weaknesses.</p> <p>There are likely to be 4 or more developed evaluative points with additional undeveloped points.</p> <p><b>Level 4</b> <b>13-16 marks</b> Candidates show a very good ability to analyse and evaluate. Responses should offer a critical review of the target theoretical perspective or view drawing upon 2 or more alternative theoretical perspectives.</p> <p>There will be an attempt to draw a conclusion about/assess the value of the theoretical perspective or view that is the focus of the question. There will be a range of strengths and weaknesses.</p> <p>There are likely to be 3 or more developed evaluative points with some additional undeveloped points.</p> <p><b>Level 3</b> <b>9-12 marks</b> Candidates show a good ability to analyse and evaluate. Responses should offer a critical review of the target theoretical perspective or view drawing upon 1 or more alternative theoretical perspectives.</p>

Question	Answer	Marks	Guidance
	Marxist, neo-Marxist, feminist, functionalist, post modern and Weberian.		<p>There may be a weak attempt to draw a conclusion about/assess the value of the theoretical perspective or view that is the focus of the question. There will be some strengths and/or weaknesses.</p> <p>There are likely to be 2 or more developed evaluative points or a range of undeveloped points.</p> <p><b>Level 2</b> <b>5-8 marks</b> Candidates show a basic ability to analyse and evaluate. Responses are likely to offer a few generalised, asserted evaluative points with little supporting evidence or argument. If present, different theoretical approaches are likely to be juxtaposed simply and implicitly. Material may be partial and inaccurate.</p> <p>There are likely to be some undeveloped points.</p> <p><b>Level 1</b> <b>1-4 marks</b> Candidates show a limited ability to analyse and evaluate. Evaluation is only implicit, minimal, assertive and tangential to the main issue.</p> <p><b>0 marks</b> No relevant sociological analysis or evaluation.</p>

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