OCR
Oxford Cambridge and RSA

GCE

Sociology

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

Advanced GCE

Mark Scheme for June 2016

Annotations

used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
BP	Blank Page – this annotation **must** be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
?	Unclear
[ ]	Highlight
CON	Concept
DEV	Developed point
EG	Example
EVAL	Evaluation both positive and negative
I	Interpretation and application/explicit application of source for questions 1 and 2
J	Juxtaposition of theories without direct evaluation
KU	Knowledge and understanding
⁇	Irrelevant or not answering question
REP	Repetition
S	Study
T	Theory
[^]	Unsubstantiated/undeveloped/implicit
BOD	Benefit of Doubt

MARK SCHEME

Question			Answer	Marks	Content	Guidance
1			**QUESTION: Outline and explain how the design of sociological research is influenced by ethical concerns.** **AO1: Knowledge and Understanding** Candidates are expected to show knowledge and understanding of ethical issues/concerns and how they may affect sociological research design, drawing upon the material in the source material and their own background knowledge from across the Specification to illustrate their responses. Ethical concerns/issues are generally regarded as aspects of research which may have an impact on the researcher, participants or interpretation and use of data which may not be considered appropriate or have moral implications. They are usually considered alongside theoretical and practical issues when designing, implementing and interpreting social research and data. • Candidates are likely to refer to the BSA guidelines on ethics. A range of ethical issues may be raised and illustrated by examples, for example of permission, access and the potential impact on the lives of those studied.	15	Candidates may refer to concepts such as: • sensitivity • harm • deception • exploitation • access • informed consent • privacy • confidentiality • anonymity • sponsorship and funding • bias • media interest and publicity • immediate and long term impact on participants/researcher • professional integrity • power/status of researcher over interviewee • other relevant response 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.	**AO1: Knowledge and Understanding** **Level 5 (9-10 marks)** 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. There are likely to be 3 or more developed points. **Level 4 (7-8 marks)** 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

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	Data can 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. Candidates may refer to theoretical perspectives such as: • interpretive approaches • positivist approaches • feminist methodological approaches other relevant response There are a number of examples of sociological research which candidates may use to illustrate ethical issues. These might include: • Humphreys • Barker • other relevant response			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. There are likely to be 2 or more developed points or a wide range of undeveloped points. **Level 3 (5-6 marks)** Candidates show a good knowledge and understanding. The response shows knowledge and understanding which is *either* ranging *or* 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. There are likely to be 1 or more developed points or a range of undeveloped points.

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						Level 2 (3-4 marks) 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. There are likely to be 1-2 relevant but undeveloped points. **Level 1 (1-2 marks)** 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.

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	AO2a: Interpretation and Application Candidates are expected to interpret and apply their knowledge and understanding of ethical concerns 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.		Candidates at the higher levels of response (L5 and L4) tend to refer back to the question/issue in a clear and explicit way and make at least 2 references to the source. Candidates who do not use the Source material cannot achieve above L2 Candidates at L1 tend to talk about ethical issues in general	**0 marks** No relevant sociological knowledge or understanding ethical issues **AO2a: Interpretation and Application** **Level 5 (5 marks)** 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. **Level 4 (4 marks)** 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. **Level 3 (3 marks)** 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.

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				Level 2 (2 marks) 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. **Level 1 (1 mark)** 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. **0 marks** No relevant sociological interpretation or application.
2	**QUESTION: Outline and assess the view that semi-structured interviews are the best way to research class and identity in online social networking amongst young people.** **AO1: Knowledge and Understanding** Candidates are expected to show knowledge and understanding of semi-structured interviews and apply this to the context of the question. Semi-structured interviews are generally regarded as a verbal conversation between the researcher and the participant, normally face-to-face, but may be through technology such	25	Candidates are likely to refer to methodological issues and concepts such as: • interpretive • positivist • realist • feminist • reflexivity • subjectivity and objectivity • validity – accuracy/truthfulness/reality of data gathered • reliability – comparability of data gathered	**AO1: Knowledge and Understanding** **Level 5 (5 marks)** 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,

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	as telephones, video and the internet. Normally the researcher does not use a structured list of questions or detailed list of areas for investigation and discussion, but the interview is open ended around the broad topic areas, which provides a guide for the interviewer rather than a fully pre-determined list of questions. Usually the sample for semi-structured interviews will be small due to the time and costs involved. Opportunity samples are those gathered without a systematic sampling frame and are based on availability. The evidence gathered may therefore be unrepresentative and make generalisation difficult. The method is generally regarded as providing high validity and low reliability, as there is scope for probing, reflection and clarification. However the method is more difficult to replicate. There is a chance that the interview discussion may not include all relevant areas of research. The method is most often associated with interpretive and ethnographic approaches to social research. Candidates may refer to concepts such as: • meanings and experiences • interpretive • ethnography • verstehen – empathic understanding of beliefs, values and culture • empathy • rapport		• generalisability – the ability to apply evidence and conclusions to the wider population • representativeness – the degree to which the sample or participants are typical of the wider population • other relevant response	accurate and coherent manner, with very few errors of grammar, punctuation and spelling. **Level 4 (4 marks)** 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. **Level 3 (3 marks)** Candidates show a good knowledge and understanding. The response shows knowledge and understanding which is *either* ranging *or* 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

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	• qualitative data analysis • sample and sampling frame • other relevant response Data can 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.			coherent manner, with few errors of grammar, punctuation and spelling. **Level 2 (2 marks)** 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. **Level 1 (mark)** 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.

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						0 marks No relevant sociological knowledge or understanding.
			AO2a: Interpretation and application Candidates are expected to interpret and apply their knowledge and understanding of semi structured interviews as a research method and methodology in general in response to the question. Discussion of the concepts of validity, reliability, representativeness and generalisability in relation to semi structured interviews for this research problem is expected. This may also relate to the study of the context of online social networking and class. A detailed understanding of this topic is not expected.		In addition to those listed above for A01, candidates are likely to refer to methodological issues and concepts such as: • gaining understanding of meaning and purpose • seeing reality of social life • developing rapport • ethical issues • fitness for purpose • other relevant response Candidates at the higher levels of response (L5 and L4) tend to refer back to the question/issue in a clear and explicit way. Candidates who do not use the Source material cannot achieve above L2. Candidates at L1 tend to talk about research methods in general.	**AO2a: Interpretation and Application** **Level 5 (5 marks)** 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. **Level 4 (4 marks)** 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 occasionally and appropriately **Level 3 (3 marks)** 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 minimally and the relevance may be implicit at times. **Level 2 (2 marks)** Candidates show a basic ability to interpret sociological knowledge and

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				apply it to uses in sociological research. The material is partially relevant, generalised and lacking focus; it may simply be recycled from the Source. **Level 1 (1 mark)** 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. **0 marks** No relevant sociological interpretation or application.
	AO2b: Analysis and Evaluation Candidates should discuss the advantages and disadvantages of semi structured interviews as a research method, especially in relation to the concepts of validity, reliability, representativeness and generalisability, and relate this to the context of the question. Ethical issues may be raised, for example of permission, access and the potential impact on the lives of those studied.		Candidates are likely to refer to methodological issues and concepts such as: • the influence of respondent and researcher values on quality of data gathered and subsequent uses • objectivity • subjectivity • reflexivity • sample size effects • access to sample • representative • generalise • validity • reliability	**AO2b: Analysis and Evaluation** **Level 5 (13-15 marks)** 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/theory. There will be a wide range of strengths and weaknesses.

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			- desirable responses - researcher effects - researcher imposition - subject and researcher biases - fitness for purpose - the researcher's personal and emotional responses to the culture of participants - other relevant response	There are likely to be 3 or more developed evaluative points with additional undeveloped points. **Level 4 (10-12 marks)** 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/theory. There will be a range of strengths and weaknesses. There are likely to be 2 developed evaluative points with some additional undeveloped points or a wide range of undeveloped points. **Level 3 (7-9 marks)** Candidates show a good ability to evaluate and analyse. Responses will raise some points of evaluation but may leave these undeveloped. There will be some concepts and methodology/theory. There will be some strengths and/or weaknesses. The discussion will be explicitly related to the research context occasionally. There is likely to be 1 developed evaluative or a range of undeveloped points.

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						Level 2 (4-6 marks) Candidates show a basic ability to evaluate 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. There may be some concepts and methodology/theory but used partially or with some inaccuracy. There will be a few strengths and/or weaknesses. There are likely to be 1-2 undeveloped evaluative points. **Level 1 (1-3 marks)** Candidates show a limited ability to evaluate and analyse. Responses may include implied evaluation; however this is likely to be minimal, assertive or tangential to the main issue and context. **0 marks** No relevant sociological evaluation or analysis

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3	a		**QUESTION: Outline the evidence that some age groups experience inequality in the contemporary UK.** **AO1: Knowledge and Understanding** Indicative Content Candidates should draw upon their knowledge and understanding of patterns of age inequality from different units within the specification. Aspects of age inequality that are likely to be identified and discussed are: • education and training • employment and unemployment • income and wealth • health and welfare • power and control at work • patterns of crime and deviance • promotion and career opportunities • other relevant response Candidates may discuss differences between age groups or focus on one age group in particular. The following concepts may be identified and discussed: • childhood, youth, adulthood and old age • status • power • transition • life course • access to work and employment	20	Candidates may refer to writers such as: • Bond et al • Vincent • Oakley • Gannon • Prout and James • Hockey and James • Pilcher • Featherstone and Hepworth • Blaikie • Aries • Shorter • Jenks • Mayall • McDonald et al • Furlong and Cartmel • Other relevant response drawn from other units of study Contemporary examples might include: • Increasing youth unemployment in times of recession • Differential rates of employment and unemployment by age group • Raising of the age of entry to work for young people • Discrimination against	**AO1: Knowledge and Understanding** **Level 5 (13-15 marks)** 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. 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. 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. **Level 4 (10-12 marks)** 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. 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.

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	• ageism • social exclusion • marginalization • dual labour markets and reserve army of labour • access to power and political representation • disengagement • other relevant response Candidates may refer to writers such as: • Bond et al • Vincent • Oakley • Gannon • Prout and James • Hockey and James • Pilcher • Featherstone and Hepworth • Blaikie • Aries • Shorter • Jenks • Mayall • McDonald et al • Furlong and Cartmel • Other relevant response drawn from other units of study Theoretical explanations for social inequality that emphasize the importance of age are likely to be identified or discussed. The impact on age inequality of ethnicity, gender and class		children and the elderly in employment and retention • Age, wealth distribution and poverty • Age and health • Access to education and training • Recent evidence about patterns of age inequality in the workplace The impact on age inequality of ethnicity, class and gender may be compared or contrasted, as well as the intersection/interrelationship of these dimensions. Contemporary examples might include: • Increasing youth unemployment in times of recession • Differential rates of employment and unemployment by age group • Raising of the age of entry to work for young people • Discrimination against children and the elderly in employment and retention • Age, wealth distribution and poverty • Age and health	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. **Level 3 (7-9 marks)** Candidates show a good knowledge and understanding of relevant evidence which is *either* ranging *or* detailed. There will be some sociological evidence and concepts but undeveloped. Responses are mostly clear and accurate. 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. 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. **Level 2 (4-6 marks)** 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

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	may be compared or contrasted with age, as well as the intersection/interrelationship of these dimensions.		• Access to education and training • Recent evidence about patterns of age inequality in the workplace	errors. Knowledge and understanding of evidence and concepts may be partial, inaccurate and undeveloped. 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. The quality of written communication will be basic, presenting some sociological material and some errors of grammar, punctuation and spelling. **Level 1 (1-3 marks)** 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. The response may simply describe an aspect of inequality in general. The quality of written communication will be limited, presenting some sociological material with limited coherence and frequent errors of grammar, punctuation and spelling. **0 marks** No relevant sociological knowledge or understanding.

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	AO2a: Interpretation and Application Candidates are expected to interpret and apply their knowledge and understanding of evidence about age inequality in their response to the question.		Candidates at the higher levels of response (L5 and L4) tend to refer back to the question/issue in a clear and explicit way. Most candidates will achieve a L3 and above if the material is generally relevant. Candidates at L1 tend to talk about inequality in general with gender being implicit.	**AO2a: Interpretation and Application** **Level 5 (5 marks)** Candidates show an excellent ability to interpret sociological knowledge and evidence. The material is clearly, explicitly and consistently related to the question. **Level 4 (4 marks)** Candidates show a very good ability to interpret sociological knowledge and evidence. The material is clearly and explicitly related to the question. **Level 3 (3 marks)** 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. **Level 2 (2 marks)** Candidates show a basic ability to interpret sociological knowledge and evidence. The material is partially relevant, generalised and lacking focus. **Level 1 (1 mark)** Candidates show a limited ability to interpret sociological knowledge and evidence. The material is only marginally related to the question.

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						0 marks No relevant sociological interpretation or application.
3	b		**QUESTION: Outline and assess Marxist explanations of age inequality.** **AO1: Knowledge and Understanding** Marxist and other explanations of age inequality (youth, elderly, sandwich generation, any other acceptable age) should be presented and described. The following concepts may be identified and discussed: • class • exploitation and oppression • conflict • bourgeoisie and proletariat • means of production • capitalism • false consciousness and ideology • economic, social and cultural capital • Reserve Army of Labour • Neo-marxism • Power • Status • Scapegoating • Divide and rule • other relevant response Candidates may refer to writers such as: • Marx • Engels	40	Age inequalities in different aspects of social life may be used to illustrate answers, such as education, employment, income and wealth, health and welfare, housing, political power, and patterns of crime and deviance.	**AO1: Knowledge and Understanding** **Level 5 (13-15 marks)** 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. The response is likely to describe 3 or more aspects of the target theory(s) and refer to a wide range of concepts and studies. 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. **Level 4 (10-12 marks)** Candidates show a very good knowledge and understanding. The response is wide ranging with some detail; the material is generally accurate although lacks depth. The response is likely to describe 2 or more aspects of the target theory(s)

Question	Answer	Marks	Content	Guidance
	- Bond et al - Vincent - Hall - BCCCS - Clarke - Hebdige - Thornton - Walker and Foster - other relevant response - Reay			and refer to a range of concepts and studies. 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. **Level 3 (7-9 marks)** Candidates show a good knowledge and understanding which is *either* ranging *or* detailed. There will be some sociological evidence and concepts but undeveloped. Responses are mostly clear and accurate. The response is likely to describe 1 or more aspects of the target theory(s) and refer to some concepts and studies. 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. **Level 2 (4-6 marks)** 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

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						understanding of evidence and concepts may be partial, inaccurate and undeveloped. The response is likely to describe 1 or more aspects of the target theory(s) this is likely to be undeveloped. The quality of written communication will be basic, presenting some sociological material and some errors of grammar, punctuation and spelling. **Level 1 (1-3 marks)** Candidates show a limited knowledge and understanding. The response contains very little sociological material and shows considerable inaccuracy and lack of clarity/relevance. The response may simply describe an aspect of inequality in general. The quality of written communication will be limited, presenting some sociological material with limited coherence and frequent errors of grammar, punctuation and spelling. **0 marks** No relevant sociological knowledge or understanding.

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			AO2a: Interpretation and Application Candidates are expected to interpret and apply their knowledge and understanding of age inequalities in their response to the question.		Candidates at the higher levels of response (L5 and L4) tend to refer back to the question/issue in a clear and explicit way. Level 3 needs to be relevant but may be implicit. Candidates at L1 tend to talk about inequality in general with explanations of age inequality being implicit.	**AO2a: Interpretation and Application** **Level 5 (5 marks)** Candidates show an excellent ability to interpret sociological knowledge and evidence. The material is clearly, explicitly and consistently related to the question. **Level 4 (4 marks)** Candidates show a very good ability to interpret sociological knowledge and evidence. The material is clearly and explicitly related to the question. **Level 3 (3 marks)** 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. **Level 2 (2 marks)** Candidates show a basic ability to interpret sociological knowledge and evidence. The material is partially relevant, generalised and lacking focus. **Level 1 (1 mark)** Candidates show a limited ability to interpret sociological knowledge and evidence. The material is only marginally related to the question.

Question	Answer	Marks	Content	Guidance
				0 marks No relevant sociological interpretation or application. **AO2b: Analysis and Evaluation** **Level 5 (17-20 marks)** 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(s) or view(s) drawing upon 3 or more alternative theoretical perspectives. There will be a clear attempt to draw a conclusion about/assess the value of the theoretical perspective(s) or view(s) that is the focus of the question. There will be a wide range of strengths and weaknesses. There are likely to be 4 or more developed evaluative points with additional undeveloped points. **Level 4 (13-16 marks)** Candidates show a very good ability to analyse and evaluate. Responses should offer a critical review of the target theoretical perspective(s) or
	AO2b: Analysis and Evaluation Candidates are expected to evaluate Marxist and other explanations of age inequality, presenting a range of strengths and/or weaknesses of these approaches to understanding age inequality. Likely arguments might include: • provides understanding of social class and its impact on age inequality and conflict • helps to explain social change • recognizes economic dimension to age inequality • focuses on structural aspects of age inequality • understands limits to social mobility and barriers to removal of oppression • underestimates other dimensions to age inequality and their inter-relationship – gender and ethnicity • under-emphasizes status, power and political processes in age inequality – Weberian approaches • does not recognize consensual aspects of social life – functionalist approaches • underestimates other aspects of inequality that are features of identity, culture and status - post modern		Alternative theoretical explanations of age inequality and difference may be explored and/or juxtaposed, for example neo-Marxist, functionalist, feminist, post modern and Weberian. Structural, action and cultural approaches to explaining age inequality may be explored. The impact on age inequality of ethnicity, gender and class may be compared or contrasted with age, as well as the intersection/interrelationship of these dimensions	

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	approaches • does not recognize patriarchal and feminist approaches to age inequality • Inreractionists and interpretivists • other relevant response			view(s) drawing upon 2 or more alternative theoretical perspectives. There will be an attempt to draw a conclusion about/assess the value of the theoretical perspective(s) or view(s) that is the focus of the question. There will be a range of strengths and weaknesses. There are likely to be 3 or more developed evaluative points or a wide range of undeveloped points. **Level 3 (9-12 marks)** Candidates show a good ability to analyse and evaluate. Responses should offer a critical review of the target theoretical perspective(s) or view(s) drawing upon 1 or more alternative theoretical perspectives. There may be a weak attempt to draw a conclusion about/assess the value of the theoretical perspective(s) or view(s) that is the focus of the question. There will be some strengths and/or weaknesses. There are likely to be 2 or more developed evaluative points or a range of undeveloped points. **Level 2 (5-8 marks)** Candidates show a basic ability to evaluate and analyse. Responses are

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						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.
						There are likely to be some undeveloped points.
						Level 1 (1-4 marks) Candidates show a limited ability to evaluate and analyse. Evaluation is only implicit, minimal, assertive and tangential to the main issue.
						0 marks No relevant sociological evaluation or analysis.
4	a		**QUESTION: 4a. Outline the evidence that males and females experience some disadvantage in the contemporary UK.** **AO1: Knowledge and Understanding** Candidates should draw upon their knowledge and understanding of male and female disadvantage in the contemporary UK. Aspects of gender disadvantage that are likely to be identified and discussed are: • education • family	20	Candidates may refer to writers such as: • Heasley • Groth • Farrell • Oakley • Greer • Walby • Pollert • Abbott et al • Hakim • Barron and Norris • McDowell	**AO1: Knowledge and Understanding** **Level 5 (13-15 marks)** 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. 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

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	• employment • income and wealth • health and welfare • housing • political power • patterns of crime and deviance • other relevant response Sociological evidence may include empirical studies, data, contemporary examples, concepts, and theoretical material if relevant. The following concepts may be identified and discussed: • patriarchy • status • power • social mobility • stereotypical gender roles • conjugal roles • dual role • socialisation • glass ceiling • dual labour market • class and occupational structure • reserve army • human capital theory • segregation of jobs • marginalization • social exclusion • masculinities • access to power and political representation		• Adkins • Gilmore • Seidler • Connell • Other relevant response The impact on gender inequality of ethnicity, class and age may be compared or contrasted, as well as the intersection/interrelationship of these dimensions. Contemporary examples might include: • Recent patterns of educational achievement • Changes in the occupational structure • Differential impact of recession • Larger numbers of males in higher level occupational/political posts • Access to male dominated employment opportunities restricted for females and vice versa • Higher levels of male deviance and criminality in statistics • Patterns of health e.g. males life expectancy/health worse generally • Portrayal of gender in media becoming more diverse but still male dominated	the response as a whole. 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. **Level 4 (10-12 marks)** 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. 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. 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. **Level 3 (7-9 marks)** Candidates show a good knowledge and understanding of relevant evidence which is *either* ranging *or* detailed. There will be some sociological evidence and concepts but undeveloped. Responses are

Question			Answer	Marks	Content	Guidance
			• differential educational achievement • other relevant response.		• Roles in the family • Incidence of poverty, especially for elderly females • Other relevant response	mostly clear and accurate. 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. 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. **Level 2 (4-6 marks)** 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. 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. The quality of written communication will be basic, presenting some sociological material and some errors

Question	Answer	Marks	Content	Guidance
				of grammar, punctuation and spelling. **Level 1 (1-3 marks)** 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. The response may simply describe an aspect of inequality in general. The quality of written communication will be limited, presenting some sociological material with limited coherence and frequent errors of grammar, punctuation and spelling. **0 marks** No relevant sociological knowledge or understanding.
	AO2a: Interpretation and Application Candidates are expected to interpret and apply their knowledge and understanding of male and female disadvantage in their response to the question.		Candidates at the higher levels of response (L5 and L4) tend to refer back to the question/issue in a clear and explicit way. Most candidates will achieve a L3 and above if the material is generally relevant. Candidates at L1 tend to talk about inequality in general.	**AO2a: Interpretation and Application** **Level 5 (5 marks)** Candidates show an excellent ability to interpret sociological knowledge and evidence. The material is clearly, explicitly and consistently related to the question. **Level 4 (4 marks)** Candidates show a very good ability to interpret sociological knowledge

Question			Answer	Marks	Content	Guidance
						and evidence. The material is clearly and explicitly related to the question. **Level 3 (3 marks)** 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. **Level 2 (2 marks)** Candidates show a basic ability to interpret sociological knowledge and evidence. The material is partially relevant, generalised and lacking focus. **Level 1 (1 mark)** Candidates show a limited ability to interpret sociological knowledge and evidence. The material is only marginally related to the question. **0 marks** No relevant sociological interpretation or application.

Question	Answer	Marks	Content	Guidance
4 b	**QUESTION: 4b. Outline and assess sociological views that gender differences are functional for society.** **AO1: Knowledge and Understanding** Theoretical approaches to gender inequalities should be presented and described, such as functionalism, Marxism and others. The following concepts may be identified and discussed: • consensus • norms and values • meritocracy • culture • socialisation • gender roles • sexual division of labour • Expressive, instrumental • human capital • status • power • Warm bath theory • other relevant response	40	Gender inequalities in different aspects of social life may be used to illustrate answers, such as education, employment, income and wealth, health and welfare, housing, political power, and patterns of crime and deviance. Candidates may refer to functionalist and other writers for knowledge and/or evaluation such as: • Murdock • Parsons • Durkheim • Davis and Moore • Hakim • Gilmore • New Right (eg Murray)	**AO1: Knowledge and Understanding** **Level 5 (13-15 marks)** 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. The response is likely to describe 3 or more aspects of the target theory(s) and refer to a wide range of concepts and studies. 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. **Level 4 (10-12 marks)** Candidates show a very good knowledge and understanding. The response is wide ranging with some detail; the material is generally accurate although lacks depth. The response is likely to describe 2 or more aspects of the target theory(s) and refer to a range of concepts and studies.

Question			Answer	Marks	Content	Guidance
						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.
						Level 3 (7-9 marks) Candidates show a good knowledge and understanding which is *either* ranging *or* detailed. There will be some sociological evidence and concepts but undeveloped. Responses are mostly clear and accurate.
						The response is likely to describe 1 or more aspects of the target theory(s) and refer to some concepts and studies.
						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.
						Level 2 (4-6 marks) 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.

Question			Answer	Marks	Content	Guidance
						The response is likely to describe 1 or more aspects of the target theory(s) this is likely to be undeveloped.
						The quality of written communication will be basic, presenting some sociological material and some errors of grammar, punctuation and spelling.
						Level 1 (1-3 marks) Candidates show a limited knowledge and understanding. The response contains very little sociological material and shows considerable inaccuracy and lack of clarity/relevance.
						The response may simply describe an aspect of inequality in general.
						The quality of written communication will be limited, presenting some sociological material with limited coherence and frequent errors of grammar, punctuation and spelling.
						0 marks No relevant sociological knowledge or understanding.
			AO2a: Interpretation and Application Candidates are expected to interpret and apply their knowledge and understanding of explanations of gender inequality in their response to the question.		Candidates at the higher levels of response (L5 and L4) tend to refer back to the question/issue in a clear and explicit way.	**AO2a: Interpretation and Application**

Question			Answer	Marks	Content	Guidance
					Level 3 needs to be relevant but may be implicit. Candidates at L1 tend to talk about inequality in general.	**Level 5 (5 marks)** Candidates show an excellent ability to interpret sociological knowledge and evidence. The material is clearly, explicitly and consistently related to the question. **Level 4 (4 marks)** Candidates show a very good ability to interpret sociological knowledge and evidence. The material is clearly and explicitly related to the question. **Level 3(3 marks)** 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. **Level 2 (2 marks)** Candidates show a basic ability to interpret sociological knowledge and evidence. The material is partially relevant, generalised and lacking focus. **Level 1 (1 mark)** Candidates show a limited ability to interpret sociological knowledge and evidence. The material is only marginally related to the question. **0 marks** No relevant sociological interpretation or application.

Question	Answer	Marks	Content	Guidance
	AO2b: Analysis and Evaluation Candidates are expected to evaluate functionalist explanations of gender inequality, presenting a range of strengths and/or weaknesses. Likely arguments might include: • Recognizes the role socialisation and shared norms and values in creating gender inequality • The role of socialization and biological influences are highlighted • Under-values female contributions to society and the workplace • Helps to understand the linking of gender inequality across different aspects of social life – family, education, media, crime, etc. • Doesn't provide an explanation of the origins of patriarchy historically or socially • Underestimates the importance of class, race, ethnicity and age in inequality • Tends to underestimate the importance of concepts like status and power in understanding inequalities • Underestimates the changing and fragmented nature of social and gender inequality, diversity and culture • Doesn't acknowledge the way class and other aspects of inequality may reinforce each other, e.g. race and gender • other relevant response		Alternative theoretical explanations of gender inequality may be explored and/or juxtaposed in evaluation, for example, neo-Marxist, Marxist, feminist, post modern and Weberian. Structural, action and conflict 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.	**AO2b: Analysis and Evaluation** **Level 5 (17-20 marks)** 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(s) or view(s) drawing upon 2 or more alternative theoretical perspectives. There will be a clear attempt to draw a conclusion about/assess the value of the theoretical perspective(s) or view(s) that is the focus of the question. There will be a wide range of strengths and weaknesses. There are likely to be 4 or more developed evaluative points with additional undeveloped points. **Level 4 (13-16 marks)** Candidates show a very good ability to analyse and evaluate. Responses should offer a critical review of the target theoretical perspective(s) or view(s) drawing upon 2 or more alternative theoretical perspectives. There will be an attempt to draw a conclusion about/assess the value of the theoretical perspective(s) or

Question	Answer	Marks	Content	Guidance
	• culture • structure • sexual division of labour • glass ceiling • patriarchy • vertical and horizontal segregation • dual career • triple systems • capitalism and social class • status • power • ethnicity and race • fragmentation • cultural differences • individualisation • identity • Dual Labour Market • Conflict • other relevant response Comparison of alternative theoretical explanations is expected, for example Marxist, neo-Marxist, feminist, post modern and Weberian.			view(s) that is the focus of the question. There will be a range of strengths and weaknesses. There are likely to be 3 or more developed evaluative points or a wide range of undeveloped points. **Level 3 (9-12 marks)** Candidates show a good ability to analyse and evaluate. Responses should offer a critical review of the target theoretical perspective(s) or view(s) drawing upon 1 or more alternative theoretical perspectives. There may be a weak attempt to draw a conclusion about/assess the value of the theoretical perspective(s) or view(s) that is the focus of the question. There will be some strengths and/or weaknesses. There are likely to be 2 or more developed evaluative points or a range of undeveloped points. **Level 2 (5-8 marks)** 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.

Question			Answer	Marks	Content	Guidance
						Material may be partial and inaccurate. There are likely to be some undeveloped points. **Level 1 (1-4 marks)** Candidates show a limited ability to analyse and evaluate. Evaluation is only implicit, minimal, assertive and tangential to the main issue. **0 marks** No relevant sociological analysis or evaluation.

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