OCR
Oxford Cambridge and RSA

GCE

Sociology

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

Advanced GCE

Mark Scheme for June 2014

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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
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

Question			Answer	Marks	Guidance	
					Content	Levels of response
1			Outline and explain why secondary data is used in sociological research. **AO1: Knowledge and Understanding** Secondary data analysis is the use of data that was collected by someone else for some other purpose. The researcher poses questions that are addressed through the analysis of a data set that they were not involved in collecting. The data was not collected to answer the researcher's specific research questions and was instead collected for another purpose. The same data set can therefore be a primary data set to one researcher and a secondary data set to a different researcher. Secondary may be official, organizational and personal. Secondary data research therefore involves the use of quantitative and qualitative data, such as statistics, texts and documents: government publications, newspapers, media material, certificates, census publications, novels, film and video, paintings, personal photographs, diaries, content of social media, and other written, visual and pictorial sources in paper, electronic, or other `hard copy' form. The analysis of the secondary data could be either quantitative or qualitative analysis (or both) - it depends on how the material is used. Analysis usually involves some form of categorization, interpretation and content analysis of the materials gathered.	15	Candidates may give examples of different sources/types of secondary data to illustrate their answers. Candidates may refer to concepts such as: • Collection and recording of data • data analysis and interpretation • quantitative and qualitative approaches to evidence and data • validity • reliability • practicality • representative (sample of the wider population) • generalise • population • 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	**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

Question			Answer	Marks	Guidance	
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			Secondary data may be associated with both positivist and interpretive approaches. Secondary data is often used: • To understand the background or context of the research • To increase the amount, breadth and depth of evidence available • To get access to evidence gathered by researchers with relevant expertise • In case studies • To make the research more manageable/practical • To reduce cost and effort • To reduce the time involved • To ensure that the research is valid • To provide evidence to generalise to the wider population • Identify statistical patterns and trends • Respond to ethical issues • Other reasonable response An example of using secondary data should be drawn from the source: • content analysis of documents produced by the bank and their employees during the introduction of the changes and new working conditions There are examples of the use of secondary data that may be drawn from general background knowledge of social research. These might		Specification.	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. 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

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			include: • Aries - childhood • Durkheim – suicide • Scott – class and power			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. **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.

Question			Answer	Marks	Guidance	
					Content	Levels of response
			AO2a: Interpretation and Application Candidates are expected to interpret and apply their knowledge and understanding of secondary data 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 class relations in the workplace. A detailed understanding of this topic is not expected.		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 who do not use the Source material cannot achieve above L3.	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. **0 marks** No relevant sociological knowledge or understanding of the nature, purpose and uses of secondary data. **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			Answer	Marks	Guidance	
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					Candidates at L1 tend to talk about research methods in general with secondary data being implicit.	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. **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

Question			Answer	Marks	Guidance	
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						marginally related to the question. **0 marks** No relevant sociological interpretation or application.
2			**QUESTION: Outline and assess the view that case studies are the best way to research the attitudes of employees to change in the workplace.** **AO1: Knowledge and Understanding** Candidates are expected to show knowledge and understanding of case studies and their uses in sociological research, drawing upon the information in the source material and their own background knowledge from across the Specification to illustrate their responses. Case studies are generally regarded as a detailed examination of, or research into, a specific example of a social phenomenon or group, often using a range of methods. The aim is usually to describe, understand and explain the nature and characteristics of the particular 'case' to emphasize and relate its relevance to the social phenomenon, group as a whole or more general issues. Usually the sample for the case study will be small and regarded as 'typical'. Detailed focus on the sample using a range of methods is generally regarded as providing high validity. Triangulation	25	Candidates are likely to refer to methodological issues and concepts such as: • interpretive • positivist • qualitative • quantitative • action • meanings and experiences • empathy • rapport • reflexivity • subjectivity and objectivity • validity – accuracy/truthfulness/reality of data gathered • reliability – comparability of data gathered • representative • generalisable • replicable • ethical issues associated with case studies for example of permission, access, control over the disclosure of information and	**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, 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 (4 marks)** Candidates show a very good knowledge and understanding.

Question			Answer	Marks	Guidance	
					Content	Levels of response
			and checking of data and interpretations through different or the use of multiple methods may contribute to higher validity. Case studies are generally regarded as qualitative methods within sociological research, which gather data and evidence that is in-depth, detailed and descriptive, rather than numerical or quantitative data in a statistical form. These methods usually focus on gathering information about the experience of social life from the point of view of the subjects/actors. They are interested in the meaning and subjective understanding of those being researched. The research is usually small scale and at a micro-level. These 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. Candidates should discuss the use of case studies for this research problem – that of change and class relations in the workplace.		confidentiality, and the potential impact on the lives of those studied • other relevant response	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. There are likely to be 2 or more developed points or a wide range of undeveloped points. **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

Question			Answer	Marks	Guidance	
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						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. Limit if case studies not explicitly discussed and methods generally only. **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.

Question			Answer	Marks	Guidance	
					Content	Levels of response
			AO2a: Interpretation and application Candidates are expected to interpret and apply their knowledge and understanding of case studies 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		In addition to those listed above for A01, candidates are likely to refer to methodological issues and concepts such as: • access • target population • sampling • gaining understanding of	There are likely to be 1-2 relevant but undeveloped points. **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. **0 marks** No relevant sociological knowledge or understanding of the nature, purpose and uses of case studies. . **AO2a: Interpretation and Application** **Level 5 (5 marks)** Candidates show an excellent

Question			Answer	Marks	Guidance	
					Content	Levels of response
			expected. This may also relate to the study of the context and aspect of social inequality under consideration; that of change and class relations in the workplace. A detailed understanding of this topic is not expected.		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. Most candidates will achieve a L3 and above if the material is generally relevant. Candidates who do not use the Source material cannot achieve above L3. Candidates at L1 tend to talk about research methods in general with case studies being implicit.	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. **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.

Question			Answer	Marks	Guidance	
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			AO2b: Analysis and Evaluation Candidates should discuss the advantages and disadvantages of case studies, 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 change and class relations in the workplace.		Candidates are likely to refer to methodological issues and concepts such as: • the influence of researcher values on quality of data gathered and subsequent uses • objectivity • subjectivity • reflexivity • sample size effects • access to sample • representative • generalise • validity • reliability • respondent validation • desirable responses • researcher effects • researcher imposition • subject and researcher biases • fitness for purpose • other relevant response	**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** **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. There are likely to be 3 or more developed evaluative points with additional undeveloped points.

Question			Answer	Marks	Guidance	
					Content	Levels of response
					Ethical issues may be raised, for example of confidentiality, permission, access and the potential impact on the lives of those studied.	**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 or more 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 are likely to be 1-2 or more developed evaluative points with

Question			Answer	Marks	Guidance	
					Content	Levels of response
						some additional undeveloped points or a range of undeveloped points. **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. The discussion will be implicitly related to the research context occasionally. 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

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
						be minimal, assertive or tangential to the main issue and context. **0 marks** No relevant sociological evaluation or analysis.
3	**(a)**		**Outline the evidence that young people experience inequality in the contemporary UK.** **AO1: Knowledge and Understanding** Candidates should draw upon their knowledge and understanding of age in the contemporary UK. Aspects of age disadvantage that are likely to be identified and discussed are: • education • family • 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:	20	Candidates may refer to sociological studies and writing by: • Pilcher • Parsons • Hockey and James • Bond et al • Townsend • Vincent • Oakley • Gannon • Prout and James • Featherstone and Hepworth • Blaikie • Other relevant response drawn from other units of study The impact on age inequality of ethnicity, gender and class may	**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.

Question			Answer	Marks	Guidance	
					Content	Levels of response
			• age structure • transition • economic, social and cultural capital • status • access to labour markets • access to power and political representation • income • life course • image and consumer culture • social exclusion • marginalization • age identity and culture • other relevant response		be compared or contrasted, as well as the intersection/interrelationship of these dimensions. Contemporary examples might include: • increasing gap between young, middle aged and elderly in the distribution of wealth • recent patterns/changes in benefits provision • unemployment and work experience in the economic recession/crisis by age group • patterns of poverty and material deprivation affecting children • impact of increased taxation and withdrawal of benefits eg EMA • other relevant response	**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 mostly clear and accurate. The response is likely to include 3 areas of social life, with 2-3

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						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.

Question			Answer	Marks	Guidance	
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						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.
			AO2a: Interpretation and Application Candidates are expected to interpret and apply		Candidates at the higher levels of response (L5 and L4) tend to refer back to the question/issue	**AO2a: Interpretation and Application**

Question			Answer	Marks	Guidance	
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			their knowledge and understanding of evidence about age disadvantage in their response to the question.		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 age being implicit.	**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	Guidance	
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						0 marks No relevant sociological interpretation or application.
3	**(b)**		**Outline and assess the contributions sociologists have made to explain age inequality.** **AO1: Knowledge and Understanding** Different approaches to age inequalities should be presented and described. These might be functionalist, Marxist, Weberian, post modern, and feminist. The following concepts may be identified and discussed: • political economy of age • socio-economic differences • subcultures • identity • social roles • independence • transition • disengagement • social action • culture and identity • life chances • interests • status • power • class	40	**NOTE – mark the theories/explanations as a whole and it is not necessary for all theories to have the same level of detail and treatment.** 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. Alternative theoretical explanations of inequality and difference may be explored and/or juxtaposed, for example Marxist, neo-Marxist, functionalist, feminist and post modern. The impact on age of ethnicity, gender and class may be compared or contrasted as well as the intersection/interrelationship of these dimensions. Candidates may refer to	**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 4 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

Question			Answer	Marks	Guidance	
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			• exploitation • other relevant response		Weberian writers such as: • Weber • Runciman • Crompton • Parry • McDonald • Giddens • Fielding • Goldthorpe • Savage • Devine • Newby • other relevant response	some detail; the material is generally accurate although lacks depth. The response is likely to describe 3 or more aspects of the target theory(s) 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 2 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

Question			Answer	Marks	Guidance	
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						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. The response is likely to describe 1 or more aspects of the target theory(s) and refer to a few concepts and/or studies. 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

Question			Answer	Marks	Guidance	
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			AO2a: Interpretation and Application Candidates are expected to interpret and apply their knowledge and understanding of different approaches to 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. 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 explanations of age being implicit.	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** **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

Question			Answer	Marks	Guidance	
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			AO2b: Analysis and Evaluation Candidates are expected to evaluate different explanations of age inequalities, presenting a range of strengths and/or weaknesses of different theoretical interpretations of age in society. Likely arguments might include:			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. **AO2b: Analysis and Evaluation** **Level 5 (17-20 marks)** Candidates show an excellent ability to analyse and evaluate. Sustained evaluative skills are

Question			Answer	Marks	Guidance	
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			• some emphasize social action based on common identity and culture • others see social change as a process of conflict over status and power related to age • theories may be applied to many societies • emphasizes importance of status and power • underemphasises structural in society • underemphasises class and wealth in inequality, in comparison to Marxist approaches • doesn't acknowledge the way other aspects of inequality may reinforce each other, e.g. class ethnicity and gender • neglects changing nature, fluidity and eclectic nature of culture in post modern society • other relevant response Comparison of alternative theoretical explanations is expected, for example Marxist, neo-Marxist, Weberian, feminist, functionalist and post modern.			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	Guidance	
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						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 with some additional 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 likely to offer a few

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
						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)**		**Outline the evidence that some classes are privileged in the contemporary UK.** **AO1: Knowledge and Understanding** Candidates should draw upon their knowledge and understanding of class inequality from different units within the specification, particularly in relation to the middle class. Aspects of class inequality that are likely to be identified and discussed are: • education • family	20	Candidates may refer to sociological studies and writing by: • Marx • Weber • Parsons • Westergaard and Resler • Scott • Lansley	**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.

Question			Answer	Marks	Guidance	
					Content	Levels of response
			• employment • income and wealth • health and welfare • housing • poverty • 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. Candidates may discuss the relative advantages and disadvantages of the middle class in particular or compare and contrast different social classes. The following concepts may be identified and discussed: • different social classes – ruling, upper, middle, working, lower, underclass • occupational structure • professionals • economic, social and cultural capital • class • status • power • poverty • income and wealth • social exclusion • marginalization • fragmentation • dual labour markets		• Saunders • Ehrenreich • Braverman • Lockwood • Goldthorpe • Savage • Wynne • Devine • Murray • Giddens • Gallie • Bourdieu • Charlesworth • Skeggs • Pakulski and Waters • Other relevant response The impact on class inequality of age, gender and ethnicity may be compared or contrasted, as well as the intersection/interrelationship of these dimensions. Contemporary examples might include: • Continuing importance of private education and health • New taxation regimes hitting higher earners • Greater emphasis on middle class crime e.g. fraud, tax	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. The quality of written communication will be very good presenting appropriate material in a logical, accurate and coherent manner, with few errors of

Question			Answer	Marks	Guidance	
					Content	Levels of response
			• situational constraints • access to power and political representation • differential academic achievement • other relevant response		evasion, etc • increasing gap between classes in the distribution of wealth • unemployment and work experience in the economic recession/crisis by class • recent patterns of educational achievement • other relevant response	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

Question			Answer	Marks	Guidance	
					Content	Levels of response
						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 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.

Question			Answer	Marks	Guidance	
					Content	Levels of response
			AO2a: Interpretation and Application Candidates are expected to interpret and apply their knowledge and understanding of class inequality in their response to the question, and relate this to the particular position of the middle class.		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 class being implicit.	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** **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

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
						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.
	(b)		**Outline and assess sociological explanations of the changing class structure.** **AO1: Knowledge and Understanding** Different sociological explanations of the changing class structure may be described. Candidates may explore functionalist, Marxist, neo-Marxist, Weberian, post modern and feminist explanations. The following concepts may be identified and	40	**NOTE – mark the theories/explanations as a whole and it is not necessary for all theories to have the same level of detail and treatment.** Changes to the class structure and inequalities in different aspects of social life may be used to illustrate answers, such	**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

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
			discussed: • power • class • status • means of production • conflict • consensus • patriarchy • polarisation • revolution • growth of bureaucracy • growth of middle class • evolution and adaptation • underclass • migration • exploitation • legitimation • resistance • assimilation • culture • media and technological change • globalization • death of class • other relevant response Candidates may refer to sociological writers such as: • Marx • Weber • Durkheim • Parsons		as education, employment, income and wealth, health and welfare, housing, political power, and patterns of crime and deviance. Alternative theoretical explanations of class inequality and change may be explored and/or juxtaposed, for example, neo-Marxist, functionalist, feminist, post modern and Weberian. Structural, action and cultural approaches to explaining changing class structure may be explored. The impact on class inequality of age, gender and ethnicity may be compared or contrasted, as well as the intersection/interrelationship of these dimensions. Candidates are expected to discuss two or more sociological explanations of changing class structure.	conceptual. The response is likely to describe 4 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 3 or more aspects of the target theory(s) 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

Question			Answer	Marks	Guidance	
					Content	Levels of response
			• Giddens • Pakulski and Walters • other relevant response			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 2 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	Guidance	
					Content	Levels of response
						The response is likely to describe 1 or more aspects of the target theory(s) and refer to a few concepts and/or studies. 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

Question			Answer	Marks	Guidance	
					Content	Levels of response
			AO2a: Interpretation and Application Candidates are expected to interpret and apply their knowledge and understanding of explanations of the changing class structure 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 class inequality and change being implicit.	knowledge or understanding. **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

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
			AO2b: Analysis and Evaluation Candidates are expected to evaluate and assess different sociological explanations of changing class structure, presenting a range of strengths and/or weaknesses of these approaches to understanding class inequality and change. Likely arguments might include: • provides understanding of different levels of society and social class change – macro vs micro; structure, action and cultural • different explanations focus on the role of different classes in change e.g. Marx and the working class; Weber and the Middle class • helps to explain importance of conflict and consensus in social class change to different degrees • helps to explain social change and stability in general to differing degrees		Candidates are expected to compare and contrast at least two sociological explanations of changing class structure.	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. **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

Question			Answer	Marks	Guidance	
					Content	Levels of response
			• recognizes economic, political and cultural dimensions to class change to different degrees • different explanations offer different types/speed of change – revolutionary vs evolutionary • may underemphasize impact of ethnicity, gender and age on change to the class structure • other relevant response Comparison of different theoretical explanations is expected, for example Marxist, neo-Marxist, feminist, functionalist, post modern and Weberian.			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 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 with some additional 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

Question			Answer	Marks	Guidance	
					Content	Levels of response
						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. 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.

Question			Answer	Marks	Guidance	
					Content	Levels of response
						0 marks No relevant sociological analysis or evaluation.

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