

Sociology

Advanced GCE A2 H581

Advanced Subsidiary GCE AS H181

Mark Scheme for the Units

January 2010

HX81/MS/R/10J

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Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

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G671 Exploring Socialisation, Culture and Identity

1. Define the concept of popular culture. Illustrate your answer with examples [8]

A01: Knowledge and Understanding

Definitions may refer to activities which are enjoyed and accessed by the masses / ordinary people. The emphasis should be on 'popular culture' as a whole, not just 'culture'. References may be made to the media, consumption, materialism, mass communication, mass culture, mass-produced entertainment. Responses may refer to theories, such as postmodernism, Marxism and / or may make contrasts with high culture.

Examples may include references to examples of different areas of popular culture, e.g. from newspapers and television, holiday destinations, sporting activities, Hollywood films, mass produced music, internet use. Examples may use specific references; e.g. football.

Award a maximum of 4 marks for a definition (maximum of 3 for a partial definition).
Award a maximum of 4 marks for examples (maximum of 2 for only one example) – For one example to be awarded 2 marks, the response needs to explain why the example is an example of popular culture.

7-8 marks

The key issue to expect in top band answers is a clear definition of the concept with two or more examples in support.

Candidates show a very good knowledge and understanding of the concept of popular culture. The definition will be explicit and detailed and examples used to illustrate their definition will show wide ranging **and** detailed knowledge and understanding. There will be clear and frequent use of relevant sociological evidence, related to the concept of popular culture.

The quality of the written communication will be very good, presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling.

5-6 marks

Candidates show a good knowledge and understanding of the concept of popular culture. Responses contain wide ranging **or** detailed knowledge and understanding. There will be some use of sociological evidence. The definition may be partial. There will be examples but these are likely to be undeveloped or only partially explained.

The quality of the written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.

3-4 marks

Candidates show a basic knowledge and understanding of the concept of popular culture. Examples, if given, will be basic and/or vague in places, lacking in sociological evidence. The definition may be implicit through examples given or it may be partial. An accurate explicit and detailed definition without any examples can be awarded 4 marks.

The quality of the written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.

1-2 marks

Candidates show a limited knowledge and understanding of the concept/example of popular culture. Responses are likely to offer limited evidence, with a tendency towards anecdote.

The quality of the written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.

0 marks

No relevant sociological knowledge or understanding.

2. **Outline and explain two ways in which young people are influenced by their peers.**
[16]

A01: Knowledge and Understanding

Responses may refer to:

- Concepts – such as positive and negative sanctions, peer group pressure, resistance / rebellion, inclusion/exclusion, imitation, internalising norms, fitting in, cultural comfort zones.
- Studies which focus on any aspect of peer groups and young people; eg. Skelton & Francis, Sewell, Mac an Ghaill, O'Donnell and Sharpe, Jackson, Hodkinson, Burdsey.
- Contemporary examples; e.g. gang behaviour, deviant behaviour, school sub-cultures, behaviour, dress, music, language, political ideologies, youth subcultures (e.g. Goths – Hodkinson).
- Candidates may build their answers around a specific identity – class, gender, ethnicity, age.

10-12 marks

Candidates show a very good knowledge and understanding of two ways in which young people are influenced by their peers. Responses contain wide ranging **and** detailed knowledge and understanding of the two ways, with clear, precise and frequent use of sociological evidence. There will be explicit focus on process (how they are influenced). At the bottom of this band, responses will be uneven.

The quality of the written communication will be very good, presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling.

7-9 marks

Candidates show a good knowledge and understanding of two ways in which young people are influenced by their peers. Responses contain wide ranging **or** detailed knowledge and understanding. There will be some use of sociological evidence. It is likely that only one way will contain clear, precise and frequent use of sociological evidence; the other may be partial. The link with influence may be more implicit than the top band.

The quality of the written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.

4-6 marks

Candidates show a basic knowledge and understanding of the two ways. Responses in this band are likely to deal with only one way (with depth and precision) or with two very briefly (lacking in sociological evidence). The sociological evidence used will be lacking in quantity. Concepts / studies / evidence may be partially understood and /or unsubstantiated.

The quality of the written communication will be basic, presenting some sociological evidence with limited coherence and some errors of grammar, punctuation and spelling.

1-3 marks

Candidates show a limited knowledge and understanding of the two ways in which young people are influenced by their peers. There may only be reference to one way and the answer will be lacking in sociological evidence.

The quality of the written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.

0 marks

No relevant sociological knowledge or understanding.

AO2a: Interpretation and Application

The answer should relate directly to the ways in which **young** people are influenced by their **peers**.

4 marks

Candidates show a very good ability to interpret and apply evidence to the two ways. Relevance to the question will be made explicit, focusing both on young people and peer groups.

3 marks

Candidates show a good ability to interpret and apply evidence to the two ways. Responses may be uneven; dealing with one way well and the other will be implicit. The evidence may be implicitly relevant, but not always made explicit to both parts (young people and peers).

2 marks

Candidates show a basic ability to interpret and apply evidence to the two ways. The answer may be only partially relevant; it may not adequately address the precise question. Alternatively, responses may offer a fully relevant account for one way only.

1 mark

Candidates show a limited ability to interpret/apply evidence. Responses are likely to contain limited relevant sociological evidence and may only address one way. Responses may only address one way in a partial way.

0 marks

No relevant interpretation or application.

3. Explain and briefly evaluate the ways in which class may shape a person's identity. [24]

AO1: Knowledge and understanding

Reference may be made to studies such as: Skeggs, Roker, Reay, Savage, Roberts, MacDonald & Marsh McIntosh & Mooney.

Concepts – 'uncool to work' (from source), social disadvantage, marginalisation, labelling, self fulfilling prophecy, underclass, old boys network, cultural capital, crisis of masculinity, cultural comfort zones, ascribed / achieved status. Candidates may make reference to a Marxist view of class in relation to class identity.

The pre-release material may be referred to (Archer et al).

10-12 marks

The key issue to expect in top band answers is a focus on the ways in which class shapes identity.

Candidates show a very good knowledge and understanding of the ways in which class shapes identity. Responses contain wide ranging **and** detailed knowledge and understanding. There will be clear and frequent use of sociological evidence.

The quality of the written communication will be very good, presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling.

7-9 marks

Candidates show a good knowledge and understanding of the ways in which class shapes identity. Responses contain wide ranging **or** detailed knowledge and understanding. There will be some use of sociological evidence, although it may be undeveloped and / or partially explained.

The quality of the written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.

4-6 marks

Candidates show a basic knowledge and understanding of the ways in which class shapes identity. The sociological evidence used will be lacking in quantity. Responses may be vague and sociological evidence may be implicit, or solely reliant on the pre-release material.

The quality of the written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.

1-3 marks

Candidates show a limited knowledge and understanding of ways in which class shapes identity. Evidence will be limited, with a tendency towards anecdote.

The quality of the written communication will be limited presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.

0 marks

No relevant sociological knowledge or understanding.

AO2 (a): Interpretation and Application

The answer and evidence should relate directly to the question.

7-8 marks

Candidates show a very good ability to interpret and apply sociological evidence to the ways in which class shapes identity and relevance to the question will be explicitly focused on identity.

5-6 marks

Candidates show a good ability to interpret and apply sociological evidence to the ways in which class shapes identity. Evidence will be implicitly relevant, but not always made explicit.

3-4 marks

Candidates show a basic ability to interpret and apply sociological to the ways in which class shapes identity. The answer may have some partial relevance; it may not adequately answer the question.

1-2 marks

Candidates show a limited ability to interpret and apply sociological to the ways in which class shapes identity. The answer has limited relevance.

0 marks

No relevant interpretation or application.

AO2(b): Evaluation and Analysis

Responses may focus on the ways in which gender, age and ethnicity may shape a person's identity more than their class; the implied passivity of individuals being socialised into their identity; the problematic nature of the concept of social class; the post-modern idea of a 'pick and mix' identity.

4 marks

Candidates show a very good ability to evaluate and analyse ways in which class shapes identity. The evaluation will be explicit and relevant, using sociological evidence.

3 marks

Candidates show a good ability to evaluate and analyse ways in which class shapes identity. The evaluation will be relevant, but it may be underdeveloped and/or narrow in focus.

2 marks

Candidates show a basic ability to evaluate and analyse ways in which class shapes identity. The evaluation may be partially relevant or lacking in sociological evidence.

1 mark

Candidates show a limited ability to evaluate and analyse ways in which class shapes identity. Analysis and evaluation will be minimal and largely irrelevant or assertive.

0 marks

No relevant evaluation or analysis.

4. Using the pre-release material and your wider sociological knowledge explain and evaluate the use of qualitative data collection techniques when researching the identities of young people who are seen as school failures.

[52]

AO1: Knowledge and understanding**Methods:**

Semi-structured interviews
Focus groups / discussion group interviews
Photographic diaries
Longitudinal studies
Other qualitative methods.

Wider process issues:

Sampling, operationalisation, pilot, access, relationship between the researcher and researched, ethics, theoretical considerations in relation to data collection.

Concepts

Validity
Reliability
Representativeness
Generalisability

16-20 marks

Candidates show a very good knowledge and understanding of the use of qualitative data when researching the identities of young people who are seen as school failures.

Responses contain wide ranging **and** detailed knowledge and understanding. There will be explicit and frequent use of sociological evidence. At the top of this level, the candidate will use a wide range of concepts relevant to the use of qualitative data in a detailed and explicit manner. At the bottom of the level, the use of concepts evidence will still be wide ranging and detailed but underdeveloped in parts.

The quality of the written communication will be very good, presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling.

11-15 marks

Candidates show a good knowledge and understanding of the use qualitative data when researching the identities of young people who are seen as school failures. Responses contain wide ranging **or** detailed knowledge and understanding. There will be some use of sociological evidence and relevant methodological concepts.

At the top of the level, candidates will use relevant concepts in an explicit way. At the bottom of the level, concepts may be underdeveloped and some may be implicit and / or not always accurate.

The quality of the written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.

6-10 marks

Candidates show a basic knowledge and understanding of the use of qualitative data when researching the identities of young people who are seen as school failures. The sociological evidence used will be lacking in quantity and depth. Concepts and evidence are likely to be implicit / partial / confused.

At the top of the level, answers may begin to use relevant concepts in an undeveloped or implicit way. At the bottom of the level, responses will be likely to focus on advantages and disadvantages of the method chosen without using the concepts.

The quality of the written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.

1-5 marks

Candidates show a limited knowledge and understanding of the use of qualitative data when researching the identities of young people who are seen as school failures.

At the top of the level, knowledge will be narrow, possibly only focusing on 2 or 3 ideas, but will have some coherence. Responses may be very generalised. At the bottom of the level, there may be only 1 or 2 ideas, and these may be confused in places.

The quality of the written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.

0 marks

No relevant sociological knowledge or understanding.

AO2 (a): Interpretation and Application

Responses will demonstrate the ability to interpret the pre-release material and wider sociological knowledge to meet the demands of the question. Knowledge and understanding needs to be applied to the three aspects of the given context; that is, *the use of (1) **qualitative data** as a way of researching (2) **young people's identities** (3) **school failures***

10-12 marks

Candidates show a very good ability to interpret and apply sociological evidence to the use of qualitative data when researching the identities of young people who are seen as school failures. Contextualisation will be wide ranging – focusing on all three aspects of the context. At this level, responses will explicitly engage with the given context.

7-9 marks

Candidates show a good ability to interpret and apply sociological evidence to the use of qualitative data when researching the identities of young people who are seen as school failures. There will be some contextualisation, although there may be a lack of balance e.g. focusing on young people rather than school failures.

4-6 marks

Candidates show a basic ability to interpret and/or apply sociological evidence to the use of qualitative data when researching the identities of young people who are seen as school failures. Responses are likely to be generalised, only partially addressing the context or context referred to is no more than lip service.

1-3 marks

Candidates show a limited ability to interpret and/or apply sociological evidence to the use of qualitative methods as a way of researching the identities of young people who are seen as school failures. Material will be marginally relevant.

0 marks

No relevant interpretation or analysis.

AO2 (b): Evaluation and Analysis

There will be a consideration of the advantages and disadvantages of using qualitative data collection techniques. Responses may consider practical, ethical and theoretical / conceptual issues. For example, objectivity, access, representativeness, ethics. Candidates are likely to link their response to the lack of reliability and to reasons why positivists would not find the research particularly useful. Problems of interpreting and analysing qualitative data, of researcher imposition, respondent validation, and researcher bias may also be considered, however full marks may be awarded without them.

16-20 marks

Candidates show a very good ability to evaluate and analyse the use of qualitative data. There will be a range of evaluation.

At the top of the level, reference will be made to theoretical considerations. Relevant methodological concepts/concerns will be fully developed. The evaluation will be sustained throughout the response, with an evaluative tone throughout the response.

At the bottom of the level, the evaluation and analysis will be sustained, but slightly less developed in one area.

11-15 marks

Candidates show a good ability to evaluate and analyse why the researcher used qualitative data collection techniques.

At the top of the level, relevant concepts / evidence will be accurately discussed, although evaluation will be less developed than the top band. At the bottom of the band, evaluation may be narrow / underdeveloped.

6-10 marks

Candidates show a basic ability to evaluate and analyse why the researcher used qualitative data. Evaluation may be heavily focused on just the advantages and /or on practical issues. At this level, evaluation may be lacking in depth / quantity.

At the top of the level, relevant concepts will be used, but some may be implicit and /or partially accurate and or undeveloped. At the bottom of the level, answers may only consider concepts in an implicit way.

1-5 marks

Candidates show a limited ability to evaluate and analyse why the researcher used qualitative data as a way of researching young school failures.

At the top of the level, a partial reference may be made to relevant methodological concerns and the response is likely to be confused. Responses are likely to focus on practical strengths / weaknesses.

At the bottom of the level, responses will make partial references to one or two advantages / disadvantages of the research methods.

0 marks

No relevant evaluation or analysis.

G672 Topics in Socialisation, Culture and Identity

Part (a) Questions

[17 marks]

A01 Knowledge and Understanding

13-17 marks

Responses will contain wide ranging **and** detailed knowledge and understanding. Candidates show a very good knowledge and understanding of two factors. At the top of the band there will be appropriate sociological theories **and/or** concepts **and/or** contemporary evidence outlined for both factors. At the bottom of the band this may be uneven and provided in depth for only one factor.

The quality of written communication will be very good, presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling.

9-12 marks

Responses will contain wide ranging **or** detailed knowledge and understanding. Candidates show good knowledge and understanding of two factors. There will be reference to appropriate sociological theories **and/or** concepts **and/or** contemporary evidence but at the top of the band the level of elucidation will be less developed than in the previous band. At the bottom of the band evidence will be narrow and/or partially explained.

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.

5-8 marks

Candidates show a basic knowledge and understanding of factors. The breadth of discussion will be more limited and examples given may be less accurate or relevant. At the top of the band evidence may be more generalised **and/or** anecdotal. At the bottom of the band sociological ideas may be marginally related. One factor fully explained can reach the top of this band.

The quality of written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.

1-4 marks

Candidates show a limited knowledge and understanding of at least one factor. The candidate will present material of little relevance.

The quality of written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.

0 marks

No appropriate sociological knowledge or understanding.

Part (b) Questions**[33 marks]****A01 Knowledge and Understanding****8-10 marks**

Candidates show a very good knowledge and understanding of appropriate sociological theories **and/or** concepts **and/or** accurate contemporary evidence. Knowledge of counter arguments will be clearly presented. Responses will contain wide ranging **and** detailed knowledge and understanding. At the bottom of the band this may be less detailed, narrower or uneven.

The quality of written communication will be very good, presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling.

5-7 marks

Candidates show a good knowledge and understanding of appropriate sociological theories **and/or** concepts **and/or** contemporary evidence. Responses will contain wide ranging **or** detailed knowledge and understanding. Expect to see a narrower, less informed response with more anecdotal references at the bottom of the band. While answers may present knowledge and understanding of the arguments for and against the view, one or other emphasis may be relatively neglected.

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.

3-4 marks

Candidates show a basic knowledge and understanding of appropriate sociological theories **and/or** concepts **and/or** evidence. Whilst the view may be quite well illustrated, the level of discussion will be fairly superficial.

The quality of written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.

1-2 marks

Candidates show a limited knowledge and understanding of appropriate sociological theories and/or concepts **and/or** evidence.

The quality of written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.

0 marks

No appropriate sociological knowledge or understanding.

A02 (a) Interpretation and Application (13 marks)**10-13 marks**

Candidates show a very good ability to interpret appropriate sociological knowledge/data and apply it to a discussion. Expect to see reasonably accurate interpretation of patterns **and/or** trends **and/or** research data on both sides of the argument. At the top of the band evidence will contain a high level of detail, depth **and/or** breadth. This will be less developed at the bottom of the band.

7-9 marks

Candidates show a good ability to interpret appropriate sociological knowledge/data and apply it to a discussion. Expect to see some interpretation of patterns **and/or** trends **and/or** research data on various sides of the argument. At this level there may be more anecdotal or unsubstantiated evidence presented.

4-6 marks

Candidates show a basic ability to interpret sociological knowledge/data and apply it to a discussion. More than one dimension to the argument and evidence will be applied, for or against the views. Evidence may be superficial **and/or** contain inaccuracies **and/or** lack relevance.

1-3 marks

Candidates show a limited ability to interpret sociological knowledge/data and apply it to a discussion. At least one form of data will be applied for/or against the view.

0 marks

No appropriate interpretation and application.

A02 (b) Evaluation and Analysis (10 marks)**8-10 marks**

Candidates show a very good ability to analyse and evaluate sociological knowledge, using available evidence, arguments and alternative explanations. The level of discussion will sustain relevance and coherence. Expect to see some explicit evaluation of concepts **and/or** empirical evidence **and/or** theoretical arguments addressing both sides. There may be some evaluation of methods. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the other. Evaluation will be sustained.

5-7 marks

Candidates show a good ability to analyse and evaluate sociological knowledge. It is likely that conceptual **and/or** empirical **and/or** theoretical evidence presented will be questioned on some level but expect to see a range of evaluation at a level more superficial than for the previous mark band. There may be some lack of balance evident.

3-4 marks

Candidates show a basic ability to analyse **and/or** evaluate sociological knowledge. Discursive points may be asserted without explanation and limited in terms of development **and/or** relevance. Answers here will be more superficial and/or inaccurate than in the above levels and are likely to concentrate on one side entirely at the expense of the other.

1-2 marks

Candidates show a limited ability to analyse **and/or** evaluate sociological knowledge.

0 marks

No appropriate evaluation.

INDICATIVE MATERIAL**OPTION 1: Sociology of the Family**

- 1 (a) Identify and explain two reasons for the decline in marriage over the past 30 years. [17]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Changing attitudes and values regarding marriage, cohabitation, single parent families, single-hood*
- *Changing expectations of marriage*
- *Increase in cohabitation*
- *Increase in divorce acting as a deterrent*
- *Concepts such as single-hood, secularisation, confluent love*
- *Reference to evidence from Social Trends, feminism, postmodernism, New Right, Allan & Crow, Giddens*
- *Explanations may refer to increasing choice and diversity, changing role of women in society, feminisation of labour force*
- *Any other reasonable point.*

- (b) Outline and evaluate the view that relationships between parents and children have changed in the last 30 years. [33]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Theories; views from New Right on impact of decline of traditional family life, postmodern views about equality, diversity and choice, blurred boundaries, liberal feminist views on changing gender roles*
- *Studies in support such as Furedi, Lee, Postman, Stainton, Dennis & Erdos, Dermott, Thompson, EOC, Gatrell, Sommerville*
- *Concepts such as paranoid parents, single parent families, superdads, new man, teenage pregnancy, child-centredness, pester power, egalitarian families, tweenagers, consumer culture, step-families*
- *Reference to social policies eg on paternity leave, divorce, children's rights, Children Act etc*
- *Candidates may refer to methodological issues.*

In evaluation;

- *Theories; opposing views from Functionalists concerning the naturalness and continuing importance of traditional family roles, radical and Marxist feminists views on the persistence of traditional roles, critical views on the persistence of damaging aspects of family relationships ie the dark side of family relationships*
- *Studies such as Gatrell, Ansley, Barrett & Macintosh, Chester*
- *Concepts such as primary socialisation, gender roles socialisation, social control, traditional gender roles, patriarchy, golden age*
- *Impact of extended period of education*
- *Differential experience based on gender, ethnicity, social class*
- *Candidates may refer to methodological issues*
- *Any other reasonable response.*

2 (a) Identify and explain two characteristics of the nuclear family. [17]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Characteristics of the traditional nuclear family including segregated roles, male breadwinner, dependant wife, patriarchal control*
- *Heterosexual*
- *Monogamous*
- *Married*
- *Presence of children usually 2 - 3 children*
- *Stable and harmonious*
- *Cereal Packet norm*
- *Ideological norm*
- *Neo-conventional family*
- *Reference to evidence such as Parsons, Murdock, Chester, Leach, Smart, Oakley, Barrett & Macintosh*
- *Any other reasonable point.*

(b) Outline and evaluate postmodern views on the diversity of family life. [33]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

In evaluation;

- *Theories; postmodernism, supported by feminism on emerging family forms*
- *Studies such as Rapoport, Eversley & Bonnerjea, Allan & Crow, Roseneil & Budgeon, Brannen, Grundy & Henretta, Smart, Berthoud & Beishon, Foster, Oakley, Weeks, Beck and Beck-Gernsheim, Stacey*
- *Concepts such as pick and mix, blurred boundaries, cultural, class and sexual diversity, co-parenting, civil partnership, individualisation, consumer culture*
- *Reference to the range of diverse types of family life including single parent families, beanpole families, re-constituted families*
- *Role of government policy in supporting diversity, New Labour views*
- *Candidates may refer to methodological issues.*

In evaluation;

- *Theories such as functionalism on naturalness of nuclear family, New Right views on nuclear family as a core family type*
- *Studies such as Dennis & Erdos, Chester*
- *Concepts such as golden age, moral decline, neo-conventional family*
- *Role of government policy in supporting traditional forms of family life, contradictions in New Labour views*
- *Ideological strength of notions of traditional family life and values*
- *Persistence of nuclear family*
- *Distinction between various groups in terms of continuing importance or otherwise, of traditional forms of family life*
- *Candidates may refer to methodological issues*
- *Any other reasonable response.*

OPTION 2: Sociology of Health**3 (a) Identify and explain two ways of defining health. [17]**

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Positive views*
- *Negative views*
- *Absolute views*
- *Definitions using objective, scientific criteria*
- *Lay model of health*
- *Relativist definitions*
- *Critical definitions*
- *Reference to differences in definition related to age, gender, ethnicity and social class*
- *Reference to evidence such as World Health Organisation, Dubos, Illich, Blaxter, Howlett, Conrad*
- *Any other reasonable point.*

(b) Outline and evaluate the view that gender inequalities in health are caused by structural factors. [33]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Theory; view located within materialist, structuralist explanations, feminist views*
- *Studies such as Popay & Bartley, Graham, Aber & Thomas, Brown et al, Rogers et al, Barrett & Roberts, Doyal, Ehrenreich, Miller & Glendinning*
- *Concepts such as sexism, marginalisation, feminisation of poverty, material disadvantage, patriarchy, social control, social deprivation*
- *Reference to specific issues such as mental health*
- *Factors including employment patterns, labour conditions in the home, income*
- *Reference to statistical evidence, mortality rates, morbidity rates*
- *Candidates may refer to methodological issues.*

In evaluation;

- *Theories such as cultural-behavioural explanation, biological explanation, artefact explanation, postmodernism, feminism*
- *Studies such as Waldron, Annandale & Field, Macintyre, Macfarlane, Taylor & Field, Seligman, Perren et al*
- *Concepts such gender role socialisation, absolute improvements in health, consumption, risky lifestyles, learned helplessness, social labelling*
- *Reference to geographical differences, ethnicity, age, social class and the interplay between these factors*
- *Candidates may refer to methodological issues*
- *Any other reasonable response.*

- 4 (a) Identify and explain two ways in which mental illness is influenced by ethnicity. [17]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Issues related to defining and measuring mental health and illness, social construction, labelling, cultural relativity, racism, stereotypes*
- *Evidence drawn from models of health and illness eg social, cultural, artefact, material*
- *Issues related to social policy, health care*
- *Reference to specific mental health diagnoses associated with ethnicity*
- *Reference to evidence such as Nazroo, Tolmac & Hodes, Fernando, Browne, Rogers & Pilgrim, Koffman et al, interactionism*
- *Reference to statistical evidence on ethnicity and mental illness*
- *Explanations including cultural, material, social causation, social labelling, social control*
- *Any other reasonable point.*

- (b) Outline and evaluate the view that disability is socially constructed. [33]

It is likely that candidates will produce a wider range of evidence to support rather than to counter the view. The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Theory – social model, interactionism*
- *Reference to debates about defining disability, changes over time, different interpretations*
- *Studies such as Hyde, Oliver, Davies, Barnes, Finkelstein, Foucault, Shakespeare, Bourdieu, Charmaz*
- *Concepts such as disabelism, social exclusion, social arrangements, discriminatory barriers, stigma, myth of personal tragedy, clinical gaze, physical capital*
- *Candidates may refer to methodological issues.*

In evaluation;

- *Theories such as medical model*
- *Studies such as Dixon, Freund & MacGuire*
- *Concepts/issues such as impairment, individual limitations, personal tragedy, mechanical metaphor*
- *Candidates may refer to methodological issues*
- *Any other reasonable response.*

OPTION 3: Sociology of Religion**5 (a) Identify and explain two features of New Age movements. [17]**

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Rejection of scientific methodology*
- *Questioning of professional expertise*
- *Rejection of organised religion*
- *Commitment to ecology*
- *Affirmation of feminine imagery*
- *Belief in self-spirituality*
- *Reference to concepts such as social deprivation, marginalisation, spirituality, subjectivity, holistic milieu, spiritual shopping, individualism*
- *Reference to evidence from Drane, Aldridge, Heelas, Davie*
- *Reference to specific examples such as interest in clairvoyance, contacting aliens, meditation, paganism, self-healing, aromatherapy*
- *Any other reasonable point.*

(b) Outline and evaluate sociological views on the role of religion in society. [33]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Theories such as functionalism, Marxism, neo-Marxism, Weberianism, postmodern views, feminist views*
- *Research from Durkheim, Malinowski, Parsons, O'Dea, Maduro, Marx, Armstrong, Holm, De Beauvoir, El Saadawi, Marshall*
- *Concepts such as spiritual shopper, organic analogy, collective conscience, social order, socialisation, identity, ideological role, stability, social solidarity, opium of the people, liberation theology, patriarchy, fundamentalism, protestant ethic, civil religion*
- *Candidates may refer to methodological issues*

In evaluation (depending on the approach taken);

- *Theories such as functionalism, Weberianism, Marxism, neo-Marxism, postmodern views, feminist views*
- *Studies offering explicit evaluation such as Beckford, Hamilton, Sombart, Kautsky*
- *Concepts used in evaluation such as spiritual shopper, organic analogy, collective conscience, social order, socialisation, identity, ideological role, stability, social solidarity, opium of the people, liberation theology, patriarchy, fundamentalism, protestant ethic*
- *Differentiation in terms of ethnicity, gender, class, age etc*
- *Reference to data on decline in significance of religion in society*
- *Heightened profile of religion in society, post 9/11*
- *Reference to changing nature of role of religion in society*
- *Candidates may refer to methodological issues*
- *Any other reasonable response.*

6 (a) Identify and explain two ways in which religiosity is influenced by age. [17]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Young people less likely to be religious*
- *Older people more likely to be religious*
- *Impact of proximity to death*
- *Differential appeal of NAMs and NRMs*
- *Reference to evidence from Voas & Crockett, Garrod, Brierley*
- *Concepts such as marginalisation, social exclusion, empowerment, conservative force, period effect, secularisation*
- *Any other reasonable point.*

(b) Outline and evaluate the view that secularisation is taking place in the contemporary UK. [33]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Theories such as postmodernism*
- *Research from Berger, Bruce, Giddens, Bauman, Wilson*
- *Concepts such as spiritual shopper, religious pluralism, secularisation, disengagement, structural differentiation, societalization, desacrilization, disenchantment*
- *Reference to data on decline in religious participation*
- *Candidates may refer to methodological issues*

In evaluation;

- *Theories such as functionalism, Weberianism, Marxism, neo-Marxism*
- *Studies such as Heelas & the Kendal Project, Stark & Bainbridge, Greeley, Davie*
- *Concepts such as religious pluralism, religious fundamentalism, televangelism, ethnic defence, resacrilization, religious revival, holistic milieu*
- *Differentiation in terms of ethnicity, gender, class, age etc*
- *Evidence of increased participation in some religious groups eg NAMs*
- *Problems of measurement*
- *Problems of defining secularisation as referred to by Casanova, Bruce, Glock & Stark*
- *Role of religion in supporting the establishment*
- *RE in schools*
- *Heightened profile of religion in society, post 9/11*
- *Candidates may refer to methodological issues*
- *Any other reasonable response.*

OPTION 4: Sociology of Youth**7 (a) Identify and explain two features of spectacular youth subcultures. [17]**

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Flamboyant styles of dress and behaviour*
- *Confrontational attitudes*
- *Social class eg hippies seen as mainly middle class*
- *Male-dominated*
- *Concepts such as resistance, bricolage, norms, values, attitudes, anti-establishment, resistance through rituals, oppositional, symbolic resistance*
- *Reference to evidence from CCCS, Jefferson, Brake, Hebdige, McRobbie, Clarke*
- *Reference to specific examples such as punks, mods, skinheads, teddy boys*
- *Any other reasonable point.*

(b) Outline and evaluate sociological explanations of youth deviance. [33]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Theories such as functionalism, Marxism, interactionism, feminism, postmodern views*
- *Studies such as Abrams, Eisenstadt, CCCS, Becker, Cohen, Merton, Messerschmidt, Muncie, Smart, Alexander, Sewell, Cloward & Ohlin, Hall*
- *Concepts/issues such as delinquency, social exclusion, opposition, resistance, exaggeration, marginalisation, labelling, institutional racism, discrimination, status frustration, transitional phase, crisis in masculinity, peer group pressure, patriarchy, ladettes, peer pressure, edgework, anomie, opportunity structures,*
- *Role of the media in creating moral panics*
- *Reference to patterns and trends, statistical data on youth deviance*
- *Candidates may refer to methodological issues including a critique of official statistics*

In evaluation (depending on the approach taken);

- *Theories such as functionalism, Marxism, interactionism, feminism, postmodern views*
- *Studies such as Abrams, Eisenstadt, CCCS, Becker, Cohen, Merton, Messerschmidt, Muncie, Smart, Alexander, Sewell, Cloward & Ohlin, Hall*
- *Concepts such as delinquency, social exclusion, opposition, resistance, exaggeration, marginalisation, labelling, institutional racism, discrimination, status frustration, transitional phase, crisis in masculinity, peer group pressure, patriarchy, ladettes, peer pressure, edgework, anomie, opportunity structures*
- *Reference to social class, gender, ethnicity*
- *Candidates may refer to methodological issues*
- *Any other reasonable response.*

- 8 (a) **Identify and explain two reasons why young people join anti-school subcultures.** [17]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Concepts such as peer group pressure, crisis in masculinity, resistance, counter school subculture, pro and anti school subcultures, laddish behaviour, subculture of failure, transitional experience, racism, sexism, status, group identity*
- *Reference to evidence such as Willis, Hargreaves, Lacey, Mac an Ghail, Sewell, Jackson, Shain, Mirza, Archer & Yamashati, Lees*
- *Reference to age, gender, ethnicity, social class*
- *Any other reasonable point.*

- (b) **Outline and evaluate the view that sociologists neglect the experience of females in youth subcultures.** [33]

The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- *Theories such as feminism*
- *Studies by Heidensohn, Sharpe, Campbell, McRobbie & Garber, CCCS, Jackson, Smart, Lincoln*
- *Concepts/issues such as, gender stereotypes, patriarchy, bedroom culture, malestream, marginalisation, invisibility*
- *Girls' deviance as under-studied by sociologists*
- *Reference to particular examples of studies that neglect girls' experience such as, work of functionalists, CCCS*
- *Candidates may refer to methodological issues*

In evaluation;

- *Theories such as Marxism, functionalism, postmodernism,*
- *Studies such as Hall, Thornton, Lyng, Bennett, Furlong and Cartmel, Blackman, Hollands*
- *Concepts such as status frustration, opposition, resistance, institutional racism, discrimination, blurring of gender identities, neo-tribes, New Wave Girls, ladette, girl power, edgework,*
- *The effect of girls' social control including socialisation by family, school, media, peers*
- *Problems of access*
- *Extent of female involvement in delinquent subcultures, rise in girl gangs, ladettes, new femininities*
- *Ways in which female delinquency is handled differently eg chivalry factor*
- *Role of the media in shaping views about youth subcultures*
- *Impact of ethnicity and social class*
- *Candidates may refer to methodological issues*
- *Any other reasonable response.*

G673 Power and Control

1 Outline and assess Interactionist explanations of crime and deviance. [50]

Candidates are expected to display knowledge and understanding of theories, concepts and evidence related to Interactionist explanations of crime and deviance. They may be expected to discuss such issues as the relative nature of crime and deviance, the distinction between primary and secondary deviance, society's reaction, the impact of labelling, deviancy amplification and total institutions, etc. They may go on to consider Phenomenological arguments to do with the artificial nature of crime statistics. By way of evaluation, candidates may discuss the deterministic nature of some Interactionist explanations as well as the determinism of alternative sociological theories; the failure of Interactionism to take account of power in society and the impact of explanations on social policy.

Explanations may include;

Theories: Interactionism, Phenomenology, Marxism, Feminism.

Concepts such as: Primary/secondary deviance, deviancy amplification, deviant careers, drift, labelling, moral panics, mortification, neutralisation, self-fulfilling prophecy, social construction, determinism, free will.

Studies such as: Ackers, Atkinson, Becker, Chambliss, Cicourel, Cohen, Knutssen, Lemert, Goffman, Gouldner, Hall, Matza, Jones, Plummer, Taylor, Walton & Young, etc.

2 Outline and assess sociological explanations of gender differences in patterns of crime. [50]

Candidates are expected to demonstrate knowledge and understanding of sociological explanations of gender differences in patterns of crime. They will address both male and female patterns of crime and they will deploy relevant theories accurately and in detail. Candidates are likely to discuss issues such as the official statistics on gender differences in criminal activity, victimisation and self report studies, the importance of sub-cultures, the impact of feminism on female crime, masculinity and crime, women and social control. By way of evaluation, expect to see discussion of the accuracy of the official statistics, whether female crime is increasing, comparisons with victimisation and self report studies, the validity of the chivalry thesis and criticisms of sub-cultural approaches.

Explanations may include;

Theories: Feminism, Marxism, Postmodernism, cultural theory, control theory, etc.

Concepts such as: Artefact, biology, chivalry, deindustrialisation, femininity, focal concerns, gender stereotyping, labelling, masculinity, self report studies, status frustration, subcultures, etc.

Studies such as: Adler, Alien, Box, Campbell, Carlen, Carrabine, Connell, Farrington & Morris, Graham & Bowling, Heidensohn, Hood, Messerschmidt, Pollak, Smart, Walklate, Willis, Win low, etc.

3 Outline and assess policies designed to solve the problem of crime. [50]

Candidates are expected to show knowledge and understanding of policies designed to solve the problem of crime and be able to discuss them in relation to relevant theories. It is likely that candidates will develop their responses to the question by citing specific examples of policies and political positions related to them rather than studies as such. They may discuss Left and/or Right Realism in relation to Conservative and/or New Labour policies.

By way of evaluation of solutions to the problem of crime, candidates may discuss power and inequality in society, the nature of policing, the over-concentration on street crime and the move away from traditional solutions such as deterrence to newer models based on restorative justice.

Explanations may include;

Theories: Feminism, Marxism, Left Realism, Right Realism, New Right, etc.

Concepts such as: Crime prevention, social inequality, relative deprivation, zero tolerance, ASBOs, 'broken windows', incarceration, target hardening, New Deal, marginalisation, rehabilitation, restorative justice, social control, surveillance, etc.

Studies such as: Christie, Currie, Davies, Farrington, Gordon, Hirschi, Lea & Young, Matthews, Newburn, PSI, Walton & Young, Wilson, West, Graham and Bowling.

4 Outline and assess Interactionist explanations of social class inequalities within schools. [50]

Candidates are expected to display knowledge and understanding of the extent to which social class inequalities within schools can be accounted for by Interactionist explanations. They may be expected to make accurate references to labelling theory and other theories focusing on such things as cultural and material deprivation. Candidates may be expected to use concepts such as teachers' expectations and the self-fulfilling prophecy. By way of evaluation, candidates may refer to the deterministic nature of some Interactionist explanations and the lack of empirical support for concepts such as the self-fulfilling prophecy, etc. Evaluation should include assessment of within school factors in their own right as well as explanations which focus on factors external to schools.

Explanations may include;

Theories: Interactionism, Marxism, Feminism, New Right, etc.

Concepts such as: Self-fulfilling prophecies, labelling, streaming, hidden curriculum, cultural norms and values, sub-cultural values, sub-cultural responses, cultural capital, cultural and material deprivation, linguistic deprivation, poverty, parental interest, teacher expectation, etc.

Studies such as: Ball, Becker, Bernstein, Bourdieu, Brown, Cicourel & Kitsuse, Corrigan, Douglas, Furlong, Gillborn & Youdell, Hargreaves, Keddie, Lacey, Rist, Rosenthal & Jacobsen, Sharpe & Green, Spender, Willis, Woods, etc.

5 Outline and assess the view that vocational education simply trains workers for exploitation. [50]

Candidates are expected to demonstrate wide-ranging and detailed knowledge and understanding of the view that vocational education simply trains workers for exploitation. Responses may locate this debate within the larger debate about links between education and the economy. There will be accurate use of theories such as Marxism, the New Right and feminism. Candidates will relate vocationalism to the economic function of schooling, using concepts such as transferable skills and the hidden curriculum. By way of evaluation, an assessment of vocational education may be related to schemes developed under the Conservatives (YTS and GNVQ etc) and New Labour (NDYP and MA etc) in terms of whether they may be judged to be educationally effective or merely as exploitation.

Explanations may include;

Theories: Functionalism, Marxism, Neo-Marxism, New Right, feminism, etc.

Concepts such as: Cheap labour, competition, economic efficiency, hidden curriculum, human capital, industrialisation, social control, technical skills, transferable skills, vocationalism, New Deal, etc.

Studies such as: Althusser, Bowles & Gintis, Chubb & Moe, Clarke, Davies & Biesta, Davis & Moore, De Wall, Evans, Finn, Giroux, Hoelscher, Kelly, Lees, Reynolds, Willis, etc.

6 Outline and assess the view that diversity and choice have increased equality of opportunity in education since 1988. [50]

Candidates are expected to show knowledge and understanding of the extent to which diversity and choice in education have increased equality of opportunity since 1988. They may discuss the ways educational policies were intended to address issues such as poor basic skills, falling standards and unequal participation in education. There will be a clear understanding of relevant theories and use of specific examples from the Education Reform Act to Sure Start. Expect some discussion of school diversity, including references to faith schools, grant-maintained schools, city technology colleges, etc. As well as policies aimed at addressing disadvantage (EAZs, EiCs, EMAs, etc). Evaluation will focus on the extent to which educational policies have resulted in increased equality of opportunity.

Explanations may include;

Theories: Feminism, Marxism, New Right, New Labour, etc.

Concepts such as: Basic skills, compensatory education, EAZs, EiCs, EMAs, knowledge economy, league tables, lifelong learning, marketisation, parentocracy, personalisation, social exclusion, New Deal, etc.

Studies such as: Ball, Clark & Willis, Cohen, Edwards & Whitty, Finn, Gilchrist, Machin & Vignoles, Machin & McNally, McKnight, Mitsos & Browne, Sharpe, Tomlinson, Usher, etc.

- 7 Outline and assess the view that the mass media no longer reinforce gender stereotypes. [50]**

Candidates are expected to display knowledge and understanding of the view that the mass media no longer reinforce gender stereotypes. They should consider both masculine and feminine gender stereotypes in the context of the mass media and relate them to the range of roles which are portrayed, giving due consideration to the extent to which change may have occurred. There will be accurate use of theories and there should be clear understanding of concepts relevant to both male and female genders such as 'symbolic annihilation' (of women) and 'feminisation' (of masculinity). By way of evaluation, candidates may assess the adequacy of theories, the extent to which empirical evidence supports different theories, changing gender identities and the question of how far media representations mirror or create gender identities and how far individuals can resist them.

Explanations may include;

Theories: Feminism, Interactionism, Marxism, Neo-Marxism, Postmodernism, etc.

Concepts such as: Gender, commodification, consumption, femininity, globalisation, hegemony, identity, masculinity, representations, resistance, scene, stereotypes, style, taste, Labelling, etc.

Studies such as: Bauman, Buckingham, CCCS, Connell, Ferguson, Frazer, Gauntlett, McRobbie, Meehan, Mort, Mulvey, Newbold, Orbach, Taylor, Tuchman, Whelehan, Winship, Wolf, etc.

- 8 Outline and assess Pluralist explanations of the ownership and control of the media. [50]**

Candidates are expected to demonstrate knowledge and understanding of Pluralist explanations of the ownership and control of the media. They should consider the extent to which Pluralism regards the media as an outlet for the views of a diverse range of groups in society and as a key component of democracy (through investigative journalism, etc). There should be discussion of empirical trends in media ownership and control such as concentration of ownership as well as horizontal and vertical segregation. By way of evaluation, candidates will discuss alternative theories (notably Marxism) and issues such as the identification of Pluralist explanations with media organisations, the influence of proprietors on journalists, the effects of globalisation on media ownership and control, etc.

Explanations may include;

Theories: Pluralism, Marxism, Neo-Marxism, Postmodernism, etc.

Concepts such as: Agenda setting, concentration, conglomerates, diversification, 'fourth estate', globalisation, hegemony, horizontal integration, ideology, synergy, vertical integration, etc.

Studies such as: Bagdikian, Baudrillard, CCCS, Clark, CPBF, Croteau & Hoynes, Garnham, Miliband, Murdock & Golding, Nuttall & Waters, Schiller, Steemers, Thussu, Wartella, Whale, etc.

9 Outline and assess the view that the media have a direct effect on audiences. [50]

Candidates are expected to show knowledge and understanding of the view that the media have a direct effect on audiences. There will be understanding of different theories about how the media affect their audiences along with empirical evidence from audience research. Differences between direct and indirect theories of audience effects will be clearly and accurately explained. The links between Marxist theory and direct effect views may be contrasted with Interpretive approaches and indirect effect views. By way of evaluation, candidates may assess theoretical approaches in the light of empirical evidence; consider the relative power of the media and its audiences; the difficulty of isolating variables when conducting media research; and arguments about 'active audiences', etc.

Explanations may include;

Theories: Direct/indirect theories, Marxism, Neo-Marxism, Interpretivism, Postmodernism, etc.

Concepts such as: Hyperreality, hypodermic syringe, ideological state apparatus, interpretive community, opinion leaders, selective exposure, two-step flow hypothesis, uses and gratifications, moral panics, folk devils, deviancy amplification, etc.

Studies such as: Althusser, Feshbach & Singer, Fiske, Gamson, Gundlach & Reeves, Halloran, Katz & Lazarsfeld, Kitzinger, Klapper, McQuail, Merton, Morley, Murdock, Packard, Silverstone, Stack, etc.

10 Outline and assess the view that new social movements express cultural values rather than economic interests. [50]

Candidates are expected to display knowledge and understanding of the view that new social movements express cultural values rather than economic interests. They are likely to make contrasts with theories which stress political activity as a reflection of economic interests, such as Marxism.

The idea that NSMs express cultural values should be clearly addressed and this may be done in a number of ways. For example, there may be a focus on studies of particular social movements, including those which express sexuality or ethnicity, movements promoting environmental issues or animal rights, or new religious movements. By way of evaluation, candidates are likely to assess the merits of contrasting theories; to debate issues about the decline of class and/or the emergence of anti-globalism; to discuss the difficulties of classifying different types of social movements.

Explanations may include;

Theories: Functionalism, Marxism, Postmodernism, the Frankfurt School, Resource Mobilization Theory, etc.

Concepts such as: Social and economic change, class conflict, class consciousness, the decline of class as a source of identity, collective behaviour, collective identity, identity politics, difference lifestyles, relative deprivation, marginalisation, social exclusion, etc.

Studies such as: Baudrillard, Bourdieu, Callinicos, Chomsky, Crook, Giddens, Gorringer & Rosier, Habermas, Klein, Lyotard, Marcuse, Offe, Scott, Smelser, Touraine, Wilson, etc.

11 Outline and assess the view that direct political action is replacing party politics. [50]

Candidates are expected to demonstrate knowledge and understanding of the view that increasing use of direct political action reflects a loss of trust in traditional politics and of the failure of political parties to address the needs of less powerful groups in society. They may refer to political parties in relation to secularisation and risk or debates about the 'loss of authority, legitimacy and certainty' with regard to 'the State'. Responses may make a distinction between indirect action and direct action, citing examples of each (strikes, riots, demonstrations, campaigns) in relation to traditional party politics and new social movements. By way of evaluation, candidates may assess the adequacy of postmodern, post-structuralist and post-Fordist theories in relation to Marxism and Neo-Marxism.

Explanations may include;

Theories: Marxism, Neo-Marxism, Feminism, Pluralism, Postmodernism, Poststructuralism, etc.

Concepts such as: Direct/indirect action, consumption of knowledge, fragmentation of democracy, globalisation, identity, industrial society, marginalisation, party politics, post- reflexivity, risk and uncertainty, single-issue based politics, social movement networks, urban social movements, etc.

Studies such as: Beck, Cohen & Rai, Crewe, Duverger, Fraser, Giddens, Hallsworth, Hirst, Kirby, Marcuse, Melucci, Miliband, Pakulski, Rose, Saunders, Todd & Taylor, Urry, Waters, etc.

12 Outline and assess the view that power is distributed across a wide range of institutions and groups. [50]

Candidates are expected to show knowledge and understanding of the view that power is distributed across a wide range of institutions and groups. They will consider a variety of locations across which power may be distributed in society and make reference to theoretical perspectives where appropriate. There may be discussion of empirical examples of power distribution across a range of institutions, both in Britain and other advanced industrial societies (particularly the USA).

By way of evaluation, candidates may assess the extent to which different theoretical perspectives are supported by the available empirical evidence, the difficulty of defining and measuring power, differences between institutional and non-institutional power and unequal power relationships.

Explanations may include;

Theories: Functionalism, Marxism, Neo-Marxism, Pluralism, Globalisation, Elite theory, etc.

Concepts such as: State, big business, capitalism, democracy, eco-warriors, footloose capital, government, individuals, interest groups, media, political parties, pressure groups, TNCs, etc.

Studies such as: Allen, Aron, Borthwick, Hewitt, Lipset, McKenzie, Mackay, Mackintosh and Miliband, Mooney, Parsons, Poggi, Poulantzas, Sklair, Urry and Wakeford, Westergaard, etc.

GENERIC MARK SCHEME**AO1: Knowledge and Understanding****Level 5: 20-23 marks**

Candidates show an excellent knowledge and understanding of sociological theories, concepts, methods and contemporary examples. Candidates demonstrate considerable depth of knowledge and understanding, with a strong focus on sociological theory and a holistic approach to sociological thinking (demonstrate an ability to 'think as a sociologist').

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: 15-19 marks

Candidates show a very good knowledge and understanding of sociological theories, concepts, methods and contemporary examples. Responses contain wide ranging and detailed knowledge and understanding, particularly of sociological theories, which will be accurate and detailed.

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: 10-14 marks

Candidates show a good knowledge and understanding of sociological theories, concepts, methods and contemporary examples. Responses contain wide ranging or detailed knowledge and understanding. There will be some understanding of theory but it is likely to be underdeveloped.

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: 5-9 marks

Candidates show a basic knowledge and understanding of sociological theories, concepts, methods and contemporary examples. Sociological evidence will be lacking in breadth and depth; knowledge and understanding of theory is partial/confused / undeveloped.

The quality of written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.

Level 1: 1-4 marks

Candidates show a limited knowledge and understanding of sociological theories, concepts, methods and evidence. There will be a lack of sociological evidence, relying heavily on anecdote.

The quality of written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.

0 marks

No relevant sociological knowledge or understanding displayed.

A02a: Interpretation and Application**Level 5: 9-10 marks**

Candidates show an excellent ability to interpret sociological evidence and apply it to a given task/context. Interpretation of sociological evidence will be accurate and highly focused on and relevant to the question.

Responses demonstrate how sociological knowledge is applied to contemporary issues and debates, drawing on topics across the specification.

Level 4: 7-8 marks

Candidates show a very good ability to interpret sociological evidence and apply it to a given task/context.

Interpretation of sociological evidence will be accurate and relevance to the question will be made explicit and clear. Sociological studies will be explicitly and accurately applied to theory.

Level 3: 5-6 marks

Candidates show a good ability to interpret sociological evidence and apply it to a given task/context.

Relevant evidence will be selected and applied but, on occasions, this may be related to the general topic area rather than the specific question. The link between studies and theories will be more implicit.

Level 2: 3-4 marks

Candidates show a basic ability to interpret sociological evidence and apply it to a given task/context.

Knowledge will be only partially relevant to the question. Responses will be generalised; lacking focus on the question. Connection and application to theory may be vague and confused.

Level 1: 1-2 marks

Candidates show a limited ability to interpret sociological evidence and apply it to a given task/context.

Knowledge will have limited relevance. Responses will lack both organisation and focus on the question.

0 marks

No relevant interpretation or application.

A02b: Evaluation and analysis**Level 5: 15-17 marks**

Candidates show an excellent ability to evaluate and analyse sociological knowledge. Sustained evaluative skills are demonstrated and the responses have an evaluative and reflective tone throughout.

Responses offer a critical commentary on contemporary sociological issues and debates, drawing in depth on a variety of contrasting theories and/or evidence.

Level 4: 10-14 marks

Candidates show a very good ability to evaluate and analyse sociological knowledge.

There will be a range of relevant evaluation which includes explicit evaluation of theories, where relevant.

Level 3: 6-9 marks

Candidates show a good ability to evaluate and analyse sociological knowledge.

There will be some relevant and precise points of evaluation of theories/evidence, but they will be underdeveloped. Responses will be imbalanced, for example by not analysing both strengths and weaknesses, or focusing on empirical criticisms more than theoretical ones.

Level 2: 3-5 marks

Candidates show a basic ability to evaluate and analyse sociological knowledge.

Evaluation will be generalised or narrow in focus, or evaluation will be implicit through juxtaposition.

There will be basic criticisms which are unlikely to be theoretically focussed.

Level 1: 1-2 marks

Candidates show a limited ability to evaluate and analyse sociological knowledge. Evaluation will be minimal and/or largely irrelevant and assertive in tone.

0 marks

No relevant evaluation or analysis.

G674 Exploring Social Inequality and Difference

1 Outline and explain why case studies may be used in sociological research. [15]

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 and checking of data and interpretations through different or the use of multiple methods may contribute to higher validity.

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
- qualitative data analysis
- other relevant response

Issues of reliability and generalising are often associated with the case study method. The impact of case studies on the quality of data gathered may be discussed; candidates may refer to the issues of:

- value freedom
- objectivity
- subjectivity
- sample size
- subject and researcher biases
- respondent validation
- researcher imposition
- other relevant response

Ethical issues may be raised, for example of permission, access, control over the disclosure of information and confidentiality, and the potential impact on the lives of those studied.

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. Uses and examples may relate to sociological research, the development of policy and practice, for example in government social policy on the family and crime, action research in education, or evaluation generally.

9-10 marks

Candidates show an excellent knowledge and understanding of the nature, purpose and uses of case studies. The knowledge is appropriate, detailed and wide ranging. The response demonstrates considerable depth of sociological understanding of the method and a holistic approach to sociological thinking. 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.

7-8 marks

Candidates show a very good knowledge and understanding of the nature, purpose and uses of case studies. The knowledge is appropriate, wide ranging and detailed 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.

5-6 marks

Candidates show a good knowledge and understanding of the nature, purpose and uses of case studies. The knowledge is generally appropriate and *either* wide ranging *or* detailed. Candidates draw upon information from the source material and 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.

3-4 marks

Candidates show a basic knowledge and understanding of the nature, purpose and uses of case studies. The knowledge displayed is appropriate but lacks width or depth, and may at times be unclear or inaccurate; however the candidate does demonstrate a basic understanding of a case study. Candidates may draw upon information from the source material or wider knowledge only. The quality of written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.

1-2 marks

Candidates show a limited knowledge and understanding of the nature, purpose and uses of case studies. The knowledge displayed is appropriate but lacks any width or depth, and is likely to reveal some inaccuracy and lack of clarity; the candidate may focus on research methods only without explaining the focus on a specific study of identified examples or cases related to the purpose of the study. Candidates may/may not draw upon information from the source material or wider knowledge only. The quality of written communication will be limited, presenting some sociological material with limited coherence and many 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 Analysis

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. This should also be related to the study of the context and aspect of social inequality under consideration; that of the *experience of age and homelessness, and its impact on aspects of social life for young people like family relationships, education, health and leisure*. The interrelationship of different factors in social inequality with age and homelessness may be recognized, including class, ethnicity, and gender, discussing how case studies might illuminate these aspects of social inequality. A detailed understanding of homelessness itself is not expected.

5 marks

Candidates show an excellent ability to interpret sociological knowledge and apply it to the uses of case studies in sociological research. The material is clearly, explicitly and consistently related to the question.

4 marks

Candidates show a very good ability to interpret sociological knowledge and apply it to the uses of case studies in sociological research. The material is clearly and consistently related to the question.

3 marks

Candidates show a good ability to interpret sociological knowledge and apply it to the uses of case studies in sociological research. The material is clearly related to the question occasionally.

2 marks

Candidates show a basic ability to interpret sociological knowledge and apply it to the uses of case studies in sociological research. The material is related to the question mainly implicitly and/or largely recycled or quoted without further interpretation.

1 mark

Candidates show a limited ability to interpret sociological knowledge and apply it to the uses of case studies in sociological research. The relation of the material to the question is only implied and not made explicit.

0 marks

No relevant sociological interpretation or application.

- 2 **Outline and assess the view that observation provides the most useful method for sociological research into the feelings and views of homeless children.** [25]

AO1: Knowledge and Understanding

Candidates are expected to show knowledge and understanding of observation as a method of research and related methodological issues.

Observation within sociological research is generally regarded as the gathering of data by directly watching and recording the behaviour of people, usually, but not exclusively, in their everyday lives and in natural settings. Observation may be open (overt) or hidden (covert), participant (direct) or non-participant (indirect).

Candidates should discuss the use of observation for this research problem – that of the *experience of homelessness, and its impact on aspects of social life for young people like family relationships, education, health and leisure.*

Candidates are likely to refer to methodological issues and concepts such as:

- Interpretive
- Qualitative methods
- realist
- empathy
- reflexivity
- subjectivity and objectivity
- validity – accuracy/truthfulness/reality of data gathered
- reliability – comparability of data gathered
- ethical issues associated with observation
- other relevant response

5 marks

Candidates show an excellent knowledge and understanding of observation and related methodological issues. The response demonstrates depth of sociological understanding and a holistic approach. 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.

4 marks

Candidates show a very good knowledge and understanding of observation and related methodological issues. 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.

3 marks

Candidates show a good knowledge and understanding of observation and related methodological issues. 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.

2 marks

Candidates show a basic knowledge and understanding of observation and related methodological issues. The quality of written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.

1 mark

Candidates show a limited knowledge and understanding of observation and related methodological issues. The quality of written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.

0 marks

No relevant sociological knowledge and understanding of observation and related methodological issues.

AO2a: Interpretation and application

Candidates are expected to interpret and apply their knowledge and understanding of observation as a research method and methodology in general in their response to the question. Discussion of the use of observation for this research problem is also expected. This should relate to the study of the context and aspect of social inequality under consideration; that of the *experience of homelessness, and its impact on aspects of social life for young people like family relationships, education, health and leisure*. The inter-relationship of different factors in social inequality with age and homelessness may be recognized, including class, ethnicity, and gender, discussing how observation might illuminate these aspects of social inequality. A detailed understanding of homelessness itself is not expected. The sensitivity of studying disadvantaged groups through observation and ethical considerations may also be discussed. The response may also relate the selection or choice of observation to the research aim – studying the experience of young people who are homeless.

Candidates are likely to refer to methodological issues and concepts such as:

- access
- target population
- sampling
- gaining understanding
- seeing reality of social life
- developing rapport
- sensitivity to disadvantage and potential exploitation
- subjects maintaining control over what they say and disclosure
- other relevant response

5 marks

Candidates show an excellent ability to interpret and apply sociological knowledge to the methodological view that observation provides a useful method of sociological research into the experience of young people and homelessness. The material is clearly, explicitly and consistently related to the question.

4 marks

Candidates show a very good ability to interpret and apply sociological knowledge to the methodological view that observation provides a useful method of sociological research into the experience of young people and homelessness. The material is explicitly and consistently related to the question.

3 marks

Candidates show a good ability to interpret and apply sociological knowledge to the methodological view that observation provides a useful method of sociological research into the experience of young people and homelessness. The material is related to the question occasionally.

2 marks

Candidates show a basic ability to interpret and apply sociological knowledge to the methodological view that observation provides a useful method of sociological research into the experience of young people and homelessness. The material is related to the question mainly implicitly.

1 mark

Candidates show a limited ability to interpret and apply sociological knowledge to the methodological view that observation provides a useful method of sociological research into the experience of young people and homelessness. The material is related to the question only implicitly and/or tangentially.

0 marks

No relevant sociological interpretation or application.

AO2b: Evaluation and analysis

Candidates should discuss the advantages and disadvantages of observation as a research method and relate this to the context of the question, that of the *experience of homelessness, and its impact on aspects of social life for young people*.

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
- sample size effects
- representative
- generalise
- validity
- reliability
- respondent validation
- desirable responses
- observer effects
- researcher imposition
- subject and researcher biases
- fitness for purpose
- access to sample
- other relevant response

Ethical issues may be raised, for example of permission, access, control of information and data, confidentiality, and the potential impact on the lives of those studied.

13-15 marks

Candidates show an excellent ability to evaluate and analyse ie assess the view that observation provides a useful method of sociological research into the lives of homeless young people. There will be a clear attempt to assess and draw conclusions about the value of this method in this context in a balanced way. Responses should offer a critical review of sociological methodology drawing upon theoretical and conceptual arguments. The discussion will be explicitly related to the research context in a clear and consistent way.

10-12 marks

Candidates show a very good ability to evaluate and analyse ie assess the view that observation provides a useful method of sociological research into the lives of homeless young people. There will be an attempt to draw a conclusion about the value of this method in this context in a balanced way. The evaluation will be sustained, though lacking depth and/or detail at times. The discussion will be explicitly related to the research context.

7-9 marks

Candidates show a good ability to evaluate and analyse ie assess the view that observation provides a useful method of sociological research into the lives of homeless young people. The evaluation may not be balanced. The discussion will be related to the research context occasionally or implied.

4-6 marks

Candidates show a basic ability to evaluate and analyse ie assess the view that observation provides a useful method of sociological research into the lives of homeless young people. The discussion may not be related to the research context, or merely implied.

1-3 marks

Candidates show a limited ability to evaluate and analyse ie assess the view that observation provides a useful method of sociological research into the lives of homeless young people. The discussion of observation is not related to the research context.

0 marks

No relevant sociological evaluation or analysis.

3 (a) Outline the evidence for social class inequality in the contemporary UK. [20]**AO1: Knowledge and Understanding**

Indicative Content

Candidates should draw upon their knowledge and understanding of patterns of social class inequality from different units within the Specification. Aspects of social class inequality that are likely to be identified and discussed are:

- education
- employment
- income and wealth
- health and welfare
- housing
- political power
- mass media
- patterns of crime and deviance
- other relevant response

Candidates may discuss differences between social classes or focus on one social class in particular. The following concepts may be identified and discussed:

- class
- upper, middle and lower classes
- professional, managerial, white collar, status
- power
- poverty
- income and wealth
- social exclusion
- marginalization
- dual labour markets
- situational constraints
- class and culture
- risk society
- Black Magic Roundabout
- access to power and political representation
- other relevant response

Candidates may refer to writers such as:

- Westergaard and Resler
- Scott
- Lansley
- Lockwood
- Goldthorpe
- Wynne
- Crewe
- Giddens
- Gallie
- Bourdieu
- Charlesworth
- Skeggs

- Savage et al
- Pakulski and Waters
- Beck
- Barry
- Townsend
- Other relevant response drawn from other units of study

Theoretical explanations for social inequality that emphasise the importance of social class may be identified or discussed, including Marxist, neo-Marxist and Weberian. Economic, social and cultural capital arguments may be offered to explain social inequality. The impact on social inequality of ethnicity, gender and age may be compared or contrasted with social class, as well as the intersection/interrelationship of these dimensions. Candidates are most likely to outline empirical evidence and make some reference to theoretical evidence. Evidence may be theoretical, empirical, conceptual and contemporary examples.

13-15 marks

Candidates show an excellent knowledge and understanding of social class and patterns of inequality. The knowledge is appropriate, wide ranging, accurate, detailed and both conceptual and empirical. The response demonstrates a depth of sociological understanding of the terms social class and inequality and a holistic approach to thinking sociologically. 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.

10-12 marks

Candidates show a very good knowledge and understanding of social class and inequality in society. The knowledge is appropriate, wide ranging and detailed although lacks the depth of understanding of social class inequality shown in the band above. 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.

7-9 marks

Candidates show a good knowledge and understanding of social class inequality in society. The knowledge is appropriate and **either** wide ranging **or** detailed. The quality of written communication will be good, presenting appropriate material in an accurate and coherent manner, with few errors of grammar, punctuation and spelling.

4-6 marks

Candidates show a basic knowledge and understanding of social class inequality in society. The knowledge displayed is appropriate but does not demonstrate width and depth, however the candidate is aware of different social classes and basic patterns or examples of social inequality. The quality of written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.

1-3 marks

Candidates show a limited knowledge and understanding of social class inequality in society. The knowledge displayed does not demonstrate width or depth. The quality of written communication will be limited, presenting some sociological material with very limited coherence and many errors of grammar, punctuation and spelling.

0 marks

No relevant sociological knowledge or understanding displayed.

AO2a Interpretation and Application**5 marks**

Candidates show an excellent ability to interpret sociological knowledge and understanding and apply them to the concept of social class and inequality.

4 marks

Candidates show a very good ability to interpret sociological knowledge and understanding and apply them to the concept of social class and inequality.

3 marks

Candidates show a good ability to interpret sociological knowledge and understanding and apply them to the concept of social class and inequality.

2 marks

Candidates show a basic ability to interpret sociological knowledge and understanding and apply them to the concept of social class and inequality.

1 mark

Candidates show a limited ability to interpret sociological knowledge and understanding and apply them to the concept of social class and inequality.

0 marks

No relevant interpretation or application.

3 (b) Outline and assess functionalist explanations of social inequality.**[40]****AO1: Knowledge and Understanding**

Indicative Content

Functionalist approaches to explaining social inequality should be presented and described. The following concepts may be identified and discussed:

- rules
- norms
- shared values
- integration
- role models
- function
- social system
- meritocracy
- role allocation and performance
- rewards
- functional prerequisites/necessities/importance
- consensus
- structure
- social order
- class
- status
- power
- other relevant response

Candidates may refer to writers such as:

- Durkheim
- Parsons
- Davis and Moore
- Tumin
- Merton
- Lockwood
- Gouldner
- Marx
- Oakley
- Pukulski and Waters
- Walby
- Weber
- Giddens
- other relevant response

Social 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 social inequality and difference may be explored and/or juxtaposed, for example Marxist, neo-Marxist, Weberian, feminist and post modern. The impact on social inequality of ethnicity, gender and age may be compared or contrasted with social class, as well as the intersection/interrelationship of these dimensions.

13-15 marks

Candidates show an excellent knowledge and understanding of functionalist explanations of social inequality. The knowledge is appropriate, wide ranging, accurate, detailed and includes theoretical and conceptual material with frequent reference to empirical/theoretical studies. The response demonstrates excellent sociological understanding of functionalist explanations of social inequality and a holistic approach to thinking sociologically. 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.

10-12 marks

Candidates show a very good knowledge and understanding of functionalist explanations of social inequality. The knowledge is appropriate, wide ranging, accurate and detailed, with some reference to theoretical/empirical studies, although lacks the depth of the band above. The response demonstrates good sociological understanding of functionalist explanations of social inequality and a holistic approach to thinking sociologically. 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.

7-9 marks

Candidates show a good knowledge and understanding of functionalist explanations of social inequality. The knowledge is appropriate and either wide ranging or detailed. The response demonstrates sociological understanding of functionalist explanations of social inequality and a limited holistic approach to sociological thinking. 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.

4-6 marks

Candidates show a basic knowledge and understanding of functionalist explanations of social inequality. The knowledge displayed is appropriate but lacks width and depth however the candidate is aware of some areas of social inequality and demonstrates a core understanding of Functionalist theory. The quality of written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.

1-3 marks

Candidates show a limited knowledge and understanding of functionalist explanations of social inequality. The knowledge displayed is appropriate but lacks width and depth. The quality of written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.

0 marks

No relevant sociological knowledge or understanding displayed.

AO2a: Interpretation and Application**5 marks**

Candidates show an excellent ability to interpret sociological knowledge and apply it to functionalist explanations of social inequalities.

4 marks

Candidates show a very good ability to interpret sociological knowledge and apply it to functionalist explanations of social inequality.

3 marks

Candidates show a good ability to interpret sociological knowledge and apply it to functionalist explanations of social inequality.

2 marks

Candidates show a basic ability to interpret sociological knowledge and apply it to functionalist explanations of social inequality.

1 mark

Candidates show a limited ability to interpret sociological knowledge and apply it to functionalist explanations of social inequality.

0 marks

No relevant interpretation or application.

AO2b: Evaluation and Analysis

Indicative Content

Candidates are expected to evaluate functionalist explanations of social inequality, presenting a range of strengths and/or weaknesses of these approaches to understanding social inequality. Likely arguments might include:

- emphasises social structure and consensus
- highlights social order
- useful to understand common patterns across different societies
- difficult to assess and measure functional importance
- underplays dysfunctions and inequality of opportunity

- neglects conflict, power and status
- neglects gender, age and ethnicity
- postmodern critiques – fractured identities; social networks
- other relevant response

Comparison of alternative theoretical explanations is expected, for example Marxist, neo-Marxist, feminist, Weberian and post modern.

17-20 marks

Candidates show an excellent ability to evaluate and analyse functionalist explanations of social inequality. Responses offer a critical commentary on contemporary sociological debate drawing on a range of theoretical positions and conceptual arguments. Responses will include a sustained analysis with a wide range of clear evaluative points, including some explicit evaluation of concepts and/or theoretical arguments and/or empirical evidence addressing both strengths and weaknesses in a balanced way.

13-16 marks

Candidates show a very good ability to evaluate and analyse functionalist explanations of social inequality. Candidates will offer sustained evaluative argument together with some precise points of evaluation, drawing on two or more theoretical positions and a range of conceptual arguments, addressing both strengths and weaknesses in a reasonably balanced way.

9-12 marks

Candidates show a good ability to evaluate and analyse functionalist explanations of social inequality. Candidates will raise some precise points of evaluation but may leave these undeveloped and unexplored. Some comparison and contrasting of different theoretical positions is present, but not developed or wide ranging. Responses may not be balanced in assessing strengths and weaknesses, but include both.

5-8 marks

Candidates show a basic ability to evaluate and analyse functionalist explanations of social inequality. Candidates may offer simple, juxtaposed responses usually contrasting one alternative theory and/or 2/3 simple criticisms which are not fully explained or developed. Responses may not include both strengths and weaknesses.

1-4 marks

Candidates show a limited ability to evaluate and analyse functionalist explanations of social inequality. Responses will have at least one point of relevant evaluation.

0 marks

No relevant evaluation or analysis.

4 (a) Outline the evidence that some age groups are disadvantaged in the contemporary UK. [20]

AO1: Knowledge and Understanding

Indicative Content

Candidates should draw upon their knowledge and understanding of patterns of age and disadvantage from different units within the specification. Candidates may focus upon the relative advantages and disadvantages of childhood, youth, adulthood, and old age. Aspects of age and disadvantage that are likely to be identified and discussed are:

- education
- employment
- income and wealth
- health and welfare
- housing
- political power
- patterns of crime and deviance
- portrayal within and use of the media
- 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:

- occupation and access to paid work
- status
- power
- social exclusion
- marginalization
- leisure and culture
- youth culture
- youth transition
- access to power and political representation
- ageism
- other relevant response

Candidates may refer to writers such as:

- Laslett
- Aries
- Pilcher
- Townsend and Walker
- Phillipson
- Parsons
- Vincent
- Oakley
- Gannon
- Hockey and James
- Featherstone and Hepworth
- Blaikie
- Wyness
- Jenks
- Mayall

- McDonald
- Furlong and Cartmell
- BCCCS
- Thornton
- Bennet
- Muggleton
- Hodgkinson
- Jefferson
- Hebdige
- MacRobbie
- Pilcher
- Arber
- Cumming
- Hunt
- Other relevant response

Theoretical explanations for age inequality are likely to be identified and discussed, including Marxist, neo-Marxist, functionalist, post modern, Weberian and feminist. These alternative theoretical explanations of social inequality and difference may be explored and/or juxtaposed. 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. Candidates are most likely to outline empirical evidence and not make some reference to theoretical evidence. Evidence may be theoretical, empirical, conceptual and contemporary examples.

13-15 marks

Candidates show an excellent knowledge and understanding of age and patterns of inequality. The knowledge is appropriate, wide ranging, accurate, detailed and both conceptual and empirical. The response demonstrates a depth of sociological understanding of the terms age and inequality and a holistic approach to thinking sociologically. 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.

10-12 marks

Candidates show a very good knowledge and understanding of age and inequality in society. The knowledge is appropriate, wide ranging and detailed although does not demonstrate the depth of understanding of age inequality shown in the band above. 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.

7-9 marks

Candidates show a good knowledge and understanding of age inequality in society. The knowledge is appropriate and either wide ranging or detailed. The quality of written communication will be good, presenting appropriate material in an accurate and coherent manner, with few errors of grammar, punctuation and spelling.

4-6 marks

Candidates show a basic knowledge and understanding of age inequality in society. The knowledge displayed is appropriate but does not demonstrate width and depth, however the candidate is aware of different age groups and basic patterns or examples of age inequality. The quality of written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.

1-3 marks

Candidates show a limited knowledge and understanding of age inequality in society. The knowledge displayed is appropriate but lacks width and depth. The quality of written communication will be limited, presenting some sociological material with very limited coherence and many errors of grammar, punctuation and spelling.

0 marks

No relevant sociological knowledge or understanding displayed.

AO2a: Interpretation and Application**5 marks**

Candidates show an excellent ability to interpret sociological knowledge and understanding and apply them to the concept of age and inequality.

4 marks

Candidates show a very good ability to interpret sociological knowledge and understanding and apply them to the concept of age and inequality.

3 marks

Candidates show a good ability to interpret sociological knowledge and understanding and apply them to the concept of age and inequality.

2 marks

Candidates show a basic ability to interpret sociological knowledge and understanding and apply them to the concept of age and inequality.

1 mark

Candidates show a limited ability to interpret sociological knowledge and understanding and apply them to the concept of age and inequality.

0 marks

No relevant interpretation or application.

4 (b) Outline and assess sociological explanations of age inequality. [40]**AO1: Knowledge and Understanding**

Indicative Content

A number of different sociological approaches to explaining age inequality may be presented and described. The following concepts may be identified and discussed:

- Socialisation
- Transmission
- Norms and Values
- Social Roles
- Independence
- Transition
- Political economy of age
- Class
- Status
- Power
- Socio-economic differences
- Subcultures
- Identity
- Disengagement
- other relevant response

Candidates may refer to sociological writers such as:

- Functionalist – Parsons; Eisenstadt; Hockey and James; Cumming and Henry
- Conflict – Bond, Briggs and Coleman; Townsend; Vincent; BCCCS
- Feminist – Oakley; Firestone; Gannon; Wyness
- Interpretive – Prout and James; Hockey and James
- Postmodern approaches – Pilcher; Featherstone and Hepworth; Blaikie; Jenks
- Mayall
- other relevant response

Other possible writers are also listed in Question 4a.

Alternative theoretical explanations of age inequality and difference may be explored and/or juxtaposed, for example marxist, neo-marxist, Weberian, functionalist, feminist and post modern. 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. 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.

13-15 marks

Candidates show an excellent knowledge and understanding of sociological explanations of age inequality. The knowledge is appropriate, wide ranging, accurate, detailed and includes theoretical and conceptual material with some reference to empirical/theoretical studies. The response demonstrates excellent sociological understanding of sociological explanations of age inequality and a holistic approach to thinking sociologically. 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.

10-12 marks

Candidates show a very good knowledge and understanding of sociological explanations of age inequality. The knowledge is appropriate, wide ranging, accurate and detailed, with some reference to theoretical/empirical studies, although lacks the depth of the band above. The response demonstrates very good sociological understanding of sociological explanations of age inequality and a holistic approach to thinking sociologically. 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.

7-9 marks

Candidates show a good knowledge and understanding of sociological explanations of age inequality. The knowledge is appropriate and either wide ranging or detailed. The response demonstrates good sociological understanding of sociological explanations of age inequality and a limited holistic approach to sociological thinking. 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.

4-6 marks

Candidates show a basic knowledge and understanding of sociological explanations of age inequality. The knowledge displayed is appropriate but lacks width and depth however the candidate is aware of some areas of age inequality and demonstrates a core understanding of different sociological approaches. The quality of written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.

1-3 marks

Candidates show a limited knowledge and understanding of sociological explanations of age inequality. The knowledge displayed is appropriate but lacks width and depth. The quality of written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.

0 marks

No relevant sociological knowledge or understanding displayed.

AO2a: Interpretation and Application**5 marks**

Candidates show an excellent ability to interpret sociological knowledge and apply it to sociological explanations of age inequality.

4 marks

Candidates show a very good ability to interpret sociological knowledge and apply it to sociological explanations of age inequality.

3 marks

Candidates show a good ability to interpret sociological knowledge and apply it to sociological explanations of age inequality.

2 marks

Candidates show a basic ability to interpret sociological knowledge and apply it to sociological explanations of age inequality.

1 mark

Candidates show a limited ability to interpret sociological knowledge and apply it to sociological explanations of age inequality.

0 marks No relevant interpretation or application.

AO2b: Evaluation and Analysis

Indicative Content

Candidates are expected to evaluate sociological explanations of age inequality, presenting a range of strengths and/or weaknesses of these approaches to understanding age inequality. Likely arguments might include:

- theory may be applied to many societies – universalistic
- emphasizes social structure and stability
- helps us to understand changes/transitions between different stages in the life cycle
- too positive a view of different ages – omits conflict perspectives
- doesn't recognize impact of gender and ethnicity
- doesn't analyse how people develop meaning and identities in a culturally diverse and changing society
- other relevant response

Comparison of alternative theoretical explanations is expected, for example Marxist, neo-Marxist, functionalist, feminist, Weberian and post modern.

17-20 marks

Candidates show an excellent ability to evaluate and analyse sociological explanations of age inequality. Responses offer a critical commentary on contemporary sociological debate drawing on a range of theoretical positions and conceptual arguments. Responses will include a sustained analysis with a wide range of clear evaluative points, including some explicit evaluation of concepts and/or theoretical arguments and/or empirical evidence addressing both strengths and weaknesses in a balanced way.

13-16 marks

Candidates show a very good ability to evaluate and analyse sociological explanations of age inequality. Candidates will offer sustained evaluative argument together with some precise points of evaluation, drawing on two or more theoretical positions and a range of conceptual arguments, addressing both strengths and weaknesses in a reasonably balanced way.

9-12 marks

Candidates show a good ability to evaluate and analyse sociological explanations of age inequality. Candidates will raise some precise points of evaluation but may leave these undeveloped and unexplored. Some comparison and contrasting of different theoretical positions is present, but not developed or wide ranging. Responses may not be balanced in assessing strengths and weaknesses, but include both.

5-8 marks

Candidates show a basic ability to evaluate and analyse sociological explanations of age inequality. Candidates may offer simple, juxtaposed responses usually contrasting one alternative theory and/or simple criticisms which are not fully explained or developed. Responses may not include both strengths and weaknesses.

1-4 marks

Candidates show a limited ability to evaluate and analyse sociological explanations of age inequality. Responses will have at least one point of relevant evaluation.

0 marks

No relevant evaluation or analysis.

Grade Thresholds

Advanced GCE Sociology H181 H581
January 2010 Examination Series

Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
G671	Raw	100	70	62	54	46	38	0
	UMS	100	80	70	60	50	40	0
G672	Raw	100	68	61	54	47	41	0
	UMS	100	80	70	60	50	40	0
G673	Raw	100	72	62	52	42	33	0
	UMS	100	80	70	60	50	40	0
G674	Raw	100	73	64	55	46	37	0
	UMS	100	80	70	60	50	40	0

Specification Aggregation Results

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
H181	200	160	140	120	100	80	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
H181	12.9	33.7	58.0	82.2	98.0	100	536

536 candidates aggregated this series

For a description of how UMS marks are calculated see:

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OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

14 – 19 Qualifications (General)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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Facsimile: 01223 552553

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