

**Sociology**

Advanced GCE **G674**

Exploring Social Inequality and Difference

**Mark Scheme for June 2010**

---

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of pupils of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

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

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2010

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](mailto:publications@ocr.org.uk)

| Question        | Mark   |
|-----------------|--|
| <p><b>1</b></p> | <p><b>Outline and explain why questionnaires may be used in sociological research.</b></p> <p><b>AO1: Knowledge and Understanding</b></p> <p>Indicative Content</p> <p>Candidates are expected to show knowledge and understanding of questionnaires 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.</p> <p>Questionnaires are a list of pre-set questions devised by a sociological researcher that are related to the topic under consideration. The same questions are given to each person in the same order so that the same information can be gathered from each person in the sample.</p> <p>Questionnaires may be administered in the presence of a researcher, usually through face-to-face structured interviews or in groups. Questionnaires may also be completed independently by respondents, when they can be distributed in a number of different ways, usually by post, telephone and e-mail.</p> <p>Questionnaires tend to be used to collect quantitative data related to the research topic and concepts which have been operationalised. Closed, open-ended and fixed-choice questions may be used. Questionnaires are often associated with surveys, of which there are three main types – factual, attitudinal and explanatory.</p> <p>Usually, relatively large samples may be collected using questionnaires. Different sampling strategies may be used, for example random, stratified and cluster.</p> <p>The method is most often associated with positivist and ‘scientific’ approaches to social research. Some sociologists suggest that data can be used in an objective way and is more reliable than qualitative data. Researchers usually want to generalise from the data gathered. Data gathered using questionnaires may be used to test hypotheses and analysed using statistical techniques to explore the relationship between different variables.</p> <p>Candidates may refer to concepts such as:</p> <ul style="list-style-type: none"> <li>• social surveys</li> <li>• operationalize</li> <li>• open and closed questions</li> <li>• samples</li> <li>• Likert scale</li> <li>• coding</li> <li>• statistical analysis</li> <li>• hypothesis</li> <li>• quantitative data</li> <li>• positivist</li> <li>• other relevant response</li> </ul> |

| Question   | Mark |
|--|------|
| <p>Candidates may describe some advantages and uses of questionnaires. These are likely to include reference to the following concepts and issues:</p> <ul style="list-style-type: none"> <li>• practicality – large amounts of data may be collected from many different people relatively cheaply and quickly</li> <li>• relatively little personal involvement on the part of the researcher and respondent – little danger or personal cost to either</li> <li>• data easily quantified and analysed, possibly using computers</li> <li>• value freedom</li> <li>• objectivity</li> <li>• comparability with other research studies and findings</li> <li>• used to develop theories, establish causal relationships and test hypotheses</li> <li>• generalising to wider population more justified due to large samples</li> <li>• representative</li> <li>• subject and researcher biases</li> <li>• respondent validation</li> <li>• researcher imposition</li> <li>• reliability</li> <li>• validity</li> <li>• other relevant response</li> </ul> <p>Ethical issues may be raised, for example of confidentiality and of permission/intrusion.</p> <p>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 theory, empirical studies and research and the development of policy and practice. Give credit to responses which refer to disadvantages where they illustrate an understanding of the uses of questionnaires.</p> <p><b>9–10 marks</b><br/>Candidates show an excellent knowledge and understanding of the nature, purpose and uses of questionnaires. 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.</p> <p><b>7–8 marks</b><br/>Candidates show a very good knowledge and understanding of the nature, purpose and uses of questionnaires. 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.</p> <p><b>5–6 marks</b><br/>Candidates show a good knowledge and understanding of the nature, purpose and uses of questionnaires. The knowledge is generally appropriate</p> |      |

| Question   | Mark |
|--|------|
| <p>and <i>either</i> wide ranging <i>or</i> detailed. Candidates draw upon information from the source material and/or their wider knowledge. The quality of written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.</p> <p><b>3–4 marks</b><br/>Candidates show a basic knowledge and understanding of the nature, purpose and uses of questionnaires. The knowledge displayed is appropriate but lacks width or depth, and may at times be unclear or inaccurate; however the candidate does understand the basic nature of questionnaires. 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.</p> <p><b>1–2 marks</b><br/>Candidates show a limited knowledge and understanding of the nature, purpose and uses of questionnaires. 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 describe the method simply without referring to purposes and uses. 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.</p> <p><b>0 marks</b><br/>No relevant sociological knowledge or understanding of the nature, purpose and uses of questionnaires.</p> <p><b>AO2a: Interpretation and Application</b></p> <p>Candidates are expected to interpret and apply their knowledge and understanding of questionnaires as a research method and methodology in general in their response to the question. This may also be related to the study of the context, and other studies, and aspect of social inequality under consideration; that of the <i>relationship between social class and cultural differences in the UK</i>. The interrelationship of different factors in social inequality with class and culture may be recognized, including age, ethnicity, and gender, discussing how questionnaires might illuminate these aspects of social inequality. A detailed understanding of class and cultural differences itself is not expected.</p> <p><b>5 marks</b><br/>Candidates show an excellent ability to interpret sociological knowledge and apply it to the uses of questionnaires in sociological research. The material is clearly, explicitly and consistently related to the question.</p> <p><b>4 marks</b><br/>Candidates show a very good ability to interpret sociological knowledge and apply it to the uses of questionnaires in sociological research. The material is clearly and consistently related to the question.</p> <p><b>3 marks</b></p> |      |

| Question   | Mark |
|--|------|
| <p>Candidates show a good ability to interpret sociological knowledge and apply it to the uses of questionnaires in sociological research. The material is clearly related to the question occasionally.</p> <p><b>2 marks</b><br/>Candidates show a basic ability to interpret sociological knowledge and apply it to the uses of questionnaires in sociological research. The material is related to the question mainly implicitly and/or largely recycled/quoted from the source without further interpretation.</p> <p><b>1 mark</b><br/>Candidates show a limited ability to interpret sociological knowledge and apply it to the uses of questionnaires in sociological research. The relation of the material to the question is only implied and not made explicit.</p> <p><b>0 marks</b><br/>No relevant sociological interpretation or application.</p> |      |

| Question  | Mark               |
|---|--------------------|
| <p><b>2</b></p> <p><b>Outline and assess the view that quantitative methods are the most useful for sociological research into social class and cultural differences.</b></p> <p><b>AO1: Knowledge and Understanding</b></p> <p>Candidates are expected to show knowledge and understanding of quantitative methods of sociological research and related methodological issues.</p> <p>Quantitative approaches usually reflect the view that sociological research should be based upon scientific methods of direct, systematic observation and the gathering of empirical evidence. This can be used to develop statements about the nature of human behaviour which are similar to laws in science, which can be tested, for example through hypotheses. Statistical data is gathered and often subject to mathematical/statistical analysis to explore the relationship between different variables or factors.</p> <p>This approach suggests that sociological researchers should be as 'objective' as possible in their work; maintaining a neutral position in conducting research and not allowing personal views and values to bias the results. Following specific methods and personal detachment lessen the chance that conscious or unconscious biases will influence their work. These approaches attach importance to the replication of research by other investigators.</p> <p>Candidates may refer to the quantitative methods of social research usually associated with this approach, including:</p> <ul style="list-style-type: none"> <li>• questionnaires</li> <li>• structured interviews</li> <li>• statistical data</li> <li>• content analysis</li> <li>• quantitative data analysis</li> </ul> <p>Candidates may relate their responses to the research issues and methodological approaches found in the source material – that of the <i>relationship between class and cultural differences</i>. Discussion of Durkheim, Weber, Merton, Popper and other positivist theorists may be present, as well as those of other approaches.</p> <p>Candidates are likely to refer to methodological issues and concepts such as:</p> <ul style="list-style-type: none"> <li>• Correlation and causation</li> <li>• variables</li> <li>• quantitative methods</li> <li>• statistical data</li> <li>• patterns and trends</li> <li>• subjectivity and objectivity</li> <li>• value freedom</li> <li>• validity – accuracy/truthfulness/reality of data gathered</li> <li>• reliability – comparability of data gathered</li> <li>• falsification</li> </ul> | <p><b>[25]</b></p> |

| Question  | Mark |
|---|------|
| <ul style="list-style-type: none"> <li>• other relevant response</li> </ul> <p><b>5 marks</b><br/>Candidates show an excellent knowledge and understanding of quantitative approaches to social research, 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.</p> <p><b>4 marks</b><br/>Candidates show a very good knowledge and understanding of quantitative approaches to social research 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.</p> <p><b>3 marks</b><br/>Candidates show a good knowledge and understanding of quantitative approaches to social research 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.</p> <p><b>2 marks</b><br/>Candidates show a basic knowledge and understanding of quantitative approaches to social research 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.</p> <p><b>1 mark</b><br/>Candidates show a limited knowledge and understanding of quantitative approaches to social research 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.</p> <p><b>0 marks</b><br/>No relevant sociological knowledge and understanding of quantitative approaches to social research and methodological issues.</p> <p><b>AO2a: Interpretation and application</b></p> <p>Candidates are expected to interpret and apply their knowledge and understanding of quantitative approaches to social research and methodology in general in their response to the question. This should also relate to the study of the context and aspect of social inequality in the source material; that of <i>class and cultural differences</i>. The inter-relationship of different factors in social inequality with class and cultural differences may be recognized, including age, ethnicity, and gender, discussing how positivist approaches might illuminate these aspects of social inequality. A detailed understanding of class and cultural differences itself is not expected. Ethical and exploitation issues may also be discussed. The response may also relate the selection or choice of quantitative methods to</p> |      |

| Question  | Mark |
|---|------|
| <p>the research aim.</p> <p>Candidates are likely to refer to methodological issues and concepts such as:</p> <ul style="list-style-type: none"> <li>• access</li> <li>• target population</li> <li>• sampling</li> <li>• generalising</li> <li>• replication</li> <li>• other relevant response</li> </ul> <p><b>5 marks</b><br/>Candidates show an excellent ability to interpret and apply sociological knowledge to the view that quantitative methods are the most useful for sociological research into social class and cultural differences. The material is clearly, explicitly and consistently related to the question.</p> <p><b>4 marks</b><br/>Candidates show a very good ability to interpret and apply sociological knowledge to the view that quantitative methods are the most useful for sociological research into social class and cultural differences. The material is clearly and consistently related to the question.</p> <p><b>3 marks</b><br/>Candidates show a good ability to interpret and apply sociological knowledge to the view that quantitative methods are the most useful for sociological research into social class and cultural differences. The material is related to the question occasionally.</p> <p><b>2 marks</b><br/>Candidates show a basic ability to interpret and apply sociological knowledge to the view that quantitative methods are the most useful for sociological research into social class and cultural differences. The material is related to the question mainly implicitly.</p> <p><b>1 mark</b><br/>Candidates show a limited ability to interpret and apply sociological knowledge to the view that quantitative methods are the most useful for sociological research into social class and cultural differences. The material is related to the question only tangentially.</p> <p><b>0 marks</b><br/>No relevant sociological interpretation or application.</p> <p><b>AO2b: Evaluation and analysis</b></p> <p>Candidates should discuss the strengths and weaknesses of the view that quantitative methods are the most useful for sociological research into social class and cultural differences, and relate this to the context of the question, that of class and cultural differences.</p> <p>Candidates are likely to refer to methodological issues and concepts such as:</p> |      |

| Question   | Mark |
|--|------|
| <ul style="list-style-type: none"> <li>• the influence of researcher values on quality of data gathered and subsequent uses</li> <li>• objectivity</li> <li>• subjectivity</li> <li>• sample size effects</li> <li>• representative</li> <li>• generalisable</li> <li>• validity</li> <li>• reliability</li> <li>• respondent validation</li> <li>• desirable responses</li> <li>• observer effects</li> <li>• researcher imposition</li> <li>• subject and researcher biases</li> <li>• fitness for purpose</li> <li>• interpretive critique of questionnaires – different meanings attached to questions/responses by respondents; researcher assumptions affect design of questionnaires and interpretation of responses and data; respondents may not give accurate responses and misunderstand questions; statistical data is unable to uncover the meaning and motives of respondents; not able to get close to the subjects to understand their subjective states which influence behaviour; researcher interpretation of responses may impose their own order and meaning</li> <li>• critical/feminist criticisms – the potential for exploitation of subjects</li> <li>• other relevant response</li> </ul> <p>Ethical issues may be raised, for example of permission/gatekeepers, access and the potential impact on the lives of those studied.</p> <p>Candidates may also contrast positivism to interpretive, critical, feminist or post-modern approaches to social research, showing skills of evaluation and analysis through this discussion.</p> <p><b>13–15 marks</b><br/>Candidates show an excellent ability to evaluate and analyse i.e. assess the view that quantitative methods are the most useful for sociological research into social class and cultural differences. There will be a clear attempt to draw a conclusion about the value of this methodological approach. 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. Evaluation will be balanced and sustained.</p> <p><b>10–12 marks</b><br/>Candidates show a very good ability to evaluate and analyse i.e. assess the view that quantitative methods are the most useful for sociological research into social class and cultural differences. There will be an attempt to draw a conclusion about the value of this methodological approach. The evaluation will be sustained, though lacking depth and/or detail at times. At this level the discussion is likely to be balanced. The discussion will be explicitly related to the research context.</p> <p><b>7–9 marks</b></p> |      |

| Question | Mark  |
|----------|---|
|          | <p>Candidates show a good ability to evaluate and analyse i.e. assess the view that assess the view that quantitative methods are the most useful for sociological research into social class and cultural differences. The evaluation will not necessarily be balanced. The discussion may be explicitly related to the research context occasionally.</p> <p><b>4–6 marks</b><br/>Candidates show a basic ability to evaluate and analyse i.e. assess the view that quantitative methods are the most useful for sociological research into social class and cultural differences. The discussion may not be related to the research context, or merely implied. The discussion is likely to be unbalanced.</p> <p><b>1–3 marks</b><br/>Candidates show a limited ability to evaluate and analyse i.e. assess the view that quantitative methods are the most useful for sociological research into social class and cultural differences. The discussion of observation may not be related to the research context. The discussion is likely to be unbalanced.</p> <p><b>0 marks</b><br/>No relevant sociological evaluation or analysis</p> |

| Question   | Mark               |
|--|--------------------|
| <p><b>3 (a) Outline the evidence that some females are disadvantaged in the contemporary UK.</b></p> <p><b>AO1: Knowledge and Understanding</b></p> <p>Indicative Content</p> <p>Candidates should draw upon their knowledge and understanding of patterns of gender inequality from different units within the specification. Aspects of gender inequality that are likely to be identified and discussed are:</p> <ul style="list-style-type: none"> <li>• family</li> <li>• education</li> <li>• employment</li> <li>• income and wealth</li> <li>• health and welfare</li> <li>• housing</li> <li>• political power</li> <li>• patterns of crime and deviance</li> <li>• mass media</li> <li>• youth culture</li> <li>• other relevant response</li> </ul> <p>Candidates may discuss differences between the genders or focus on females in particular. The following concepts may be identified and discussed:</p> <ul style="list-style-type: none"> <li>• class and occupational structure</li> <li>• glass ceiling</li> <li>• dual burden</li> <li>• status</li> <li>• power</li> <li>• access to power and political representation</li> <li>• reserve army</li> <li>• dual labour markets</li> <li>• triple shift</li> <li>• human capital theory</li> <li>• segregation of jobs</li> <li>• gender roles</li> <li>• masculinities</li> <li>• other relevant response</li> </ul> <p>Candidates may refer to writers such as:</p> <ul style="list-style-type: none"> <li>• Oakley</li> <li>• Firestone</li> <li>• Millet</li> <li>• Stanworth</li> <li>• Greer</li> <li>• Other relevant response</li> </ul> | <p><b>[20]</b></p> |

| Question  | Mark |
|---|------|
| <p>Theoretical explanations for gender inequality that emphasise the importance of patriarchy are likely to be identified or discussed, including Marxist, neo-Marxist and Feminist. Alternative theoretical explanations of gender inequality and difference may be explored and/or juxtaposed, for example functionalist 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. Differences in advantage/disadvantage between different groups of females are likely to be identified. Candidates are most likely to outline empirical evidence and many make some reference to theoretical evidence. Evidence may include theoretical, conceptual, empirical or contemporary examples.</p> <p><b>13–15 marks</b><br/>Candidates show an excellent knowledge and understanding of gender 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 gender 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. At the top of the band candidates' answers will clearly distinguish between groups of women e.g. age, class, ethnicity.</p> <p><b>10–12 marks</b><br/>Candidates show a very good knowledge and understanding of gender and inequality in society. The knowledge is appropriate, wide ranging and detailed although lacks the depth of understanding of gender 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.</p> <p><b>7–9 marks</b><br/>Candidates show a good knowledge and understanding of gender 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.</p> <p><b>4–6 marks</b><br/>Candidates show a basic knowledge and understanding of gender inequality in society. The knowledge displayed is appropriate but lacks width or depth, however the candidate is aware of different genders 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.</p> <p><b>1–3 marks</b><br/>Candidates show a limited knowledge and understanding of gender inequality in society. The knowledge displayed is appropriate but lacks 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.</p> |      |

| Question  | Mark               |
|---|--------------------|
| <p><b>0 marks</b> No relevant sociological knowledge or understanding displayed.</p> <p><b>AO2a: Interpretation and Application</b></p> <p><b>5 marks</b><br/>Candidates show an excellent ability to interpret sociological knowledge and understanding and apply them to the concept of gender and inequality.</p> <p><b>4 marks</b><br/>Candidates show a very good ability to interpret sociological knowledge and understanding and apply them to the concept of gender and inequality.</p> <p><b>3 marks</b><br/>Candidates show a good ability to interpret sociological knowledge and understanding and apply them to the concept of gender and inequality.</p> <p><b>2 marks</b><br/>Candidates show a basic ability to interpret sociological knowledge and understanding and apply them to the concept of gender and inequality.</p> <p><b>1 mark</b><br/>Candidates show a limited ability to interpret sociological knowledge and understanding and apply them to the concept of gender and inequality.</p> <p><b>0 marks</b><br/>No relevant interpretation or application.</p> |                    |
| <p><b>3 (b)</b></p> <p><b>Outline and assess feminist explanations of social inequality.</b></p> <p><b>AO1: Knowledge and Understanding</b></p> <p>Indicative Content</p> <p>Feminist approaches to explaining social inequality should be presented and described. The following concepts may be identified and discussed:</p> <ul style="list-style-type: none"> <li>• Class and occupational structure</li> <li>• status</li> <li>• power and political representation</li> <li>• reserve army</li> <li>• dual labour market</li> <li>• sociobiology</li> <li>• patriarchy</li> <li>• malestream sociology</li> <li>• gender roles</li> <li>• masculinities</li> <li>• culture</li> <li>• different approaches within feminist theory – radical, Marxist, Liberal, black, post modern</li> <li>• other relevant response</li> </ul> <p>Candidates may refer to writers such as:</p> <ul style="list-style-type: none"> <li>• Oakley</li> </ul>   | <p><b>[40]</b></p> |

| Question   | Mark |
|--|------|
| <ul style="list-style-type: none"> <li>• Firestone</li> <li>• Ortner</li> <li>• Benston</li> <li>• Ainsley</li> <li>• Walby</li> <li>• Millet</li> <li>• Abbott</li> <li>• Derrida</li> <li>• Cixous</li> <li>• Hakim</li> <li>• Stanko</li> <li>• Walter</li> <li>• Greer</li> <li>• Gilmore</li> <li>• other relevant response</li> </ul> <p>Gender inequalities in different aspects of social life may be used to illustrate answers, such as family, education, employment, income and wealth, health and welfare, media, housing, political power, and patterns of crime and deviance. The impact on social inequality of ethnicity, class and age may be compared or contrasted with gender, as well as the intersection/interrelationship of these dimensions.</p> <p><b>13–15 marks</b><br/>Candidates show an excellent knowledge and understanding of feminist explanations of social 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 feminist 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.</p> <p><b>10–12 marks</b><br/>Candidates show a very good knowledge and understanding of feminist 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 feminist 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.</p> <p><b>7–9 marks</b><br/>Candidates show a good knowledge and understanding of feminist explanations of social inequality. The knowledge is appropriate and either wide ranging or detailed. The response demonstrates sociological understanding of feminist 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.</p> |      |

| Question  | Mark |
|---|------|
| <p><b>4–6 marks</b><br/>Candidates show a basic knowledge and understanding of feminist 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 feminist theory. The quality of written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.</p> <p><b>1–3 marks</b><br/>Candidates show a limited knowledge and understanding of feminist 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.</p> <p><b>0 marks</b><br/>No relevant sociological knowledge or understanding displayed.</p> <p><b>AO2a: Interpretation and Application</b></p> <p><b>5 marks</b><br/>Candidates show an excellent ability to interpret sociological knowledge and apply it to feminist explanations of social inequalities.</p> <p><b>4 marks</b><br/>Candidates show a very good ability to interpret sociological knowledge and apply it to feminist explanations of social inequalities.</p> <p><b>3 marks</b><br/>Candidates show a good ability to interpret sociological knowledge and apply it to feminist explanations of social inequalities.</p> <p><b>2 marks</b><br/>Candidates show a basic ability to interpret sociological knowledge and apply it to feminist explanations of social inequalities.</p> <p><b>1 mark</b><br/>Candidates show a limited ability to interpret sociological knowledge and apply it to feminist explanations of social inequalities.</p> <p><b>0 marks</b><br/>No relevant interpretation or application.</p> <p><b>AO2b: Evaluation and Analysis</b></p> <p>Indicative Content</p> <p>Candidates are expected to evaluate feminist explanations of social inequality, presenting a range of strengths and/or weaknesses of these approaches to understanding social inequality. Likely arguments might include:</p> <ul style="list-style-type: none"> <li>• highlights role of gender in creation of social inequality</li> <li>• shows how gender interacts with other forms of inequality</li> </ul> |      |

| Question  | Mark |
|---|------|
| <ul style="list-style-type: none"> <li>• shows how gender roles are influenced by socialization and culture</li> <li>• provides strategies for change to improve position of women</li> <li>• highlights inequality caused by patriarchy</li> <li>• subject to political, cultural and value biases</li> <li>• underplays other dimensions to social inequality e.g. class, age, ethnicity</li> <li>• ignores contribution of biological differences to inequality</li> <li>• other relevant response</li> </ul> <p>Candidates may compare alternative theoretical explanations, for example Marxist, neo-Marxist, Weberian, functionalist and post modern. A comparison and contrasting of different feminist theories is also acceptable.</p> <p><b>17–20 marks</b><br/>Candidates show an excellent ability to evaluate and analyse feminist 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.</p> <p><b>13–16 marks</b><br/>Candidates show a very good ability to evaluate and analyse feminist explanations of social inequality. Candidates will offer sustained evaluative argument together with some precise points of evaluation, drawing on different theoretical positions and a range of conceptual arguments, addressing both strengths and weaknesses in a reasonably balanced way.</p> <p><b>9–12 marks</b><br/>Candidates show a good ability to evaluate and analyse feminist 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.</p> <p><b>5–8 marks</b><br/>Candidates show a basic ability to evaluate and analyse feminist explanations of social inequality. Candidates are may offer simple, juxtaposed responses usually contrasting one alternative theory and/or a few simple criticisms which are not fully explained or developed. Responses may not include both strengths and weaknesses.</p> <p><b>1–4 marks</b><br/>Candidates show a limited ability to evaluate and analyse feminist explanations of social inequality. Responses will have at least one point of accurate evaluation.</p> <p><b>0 marks</b><br/>No relevant evaluation or analysis.</p> |      |

| Question   | Mark               |
|--|--------------------|
| <p><b>4 (a) Outline the evidence that some ethnic groups are disadvantaged in the contemporary UK.</b></p> <p><b>AO1: Knowledge and Understanding</b></p> <p>Indicative Content</p> <p>Candidates should draw upon their knowledge and understanding of patterns of ethnicity and disadvantage from different units within the specification. Candidates may focus upon the relative advantages and disadvantages of different ethnic groups. Aspects of ethnicity and disadvantage that are likely to be identified and discussed are:</p> <ul style="list-style-type: none"> <li>• education</li> <li>• employment</li> <li>• income and wealth</li> <li>• health and welfare</li> <li>• housing</li> <li>• political power</li> <li>• patterns of crime and deviance</li> <li>• portrayal within and use of the media</li> <li>• other relevant response</li> </ul> <p>Candidates may discuss differences between ethnic groups or focus on one group in particular, for example Black, White, and Asian. The following concepts may be identified and discussed:</p> <ul style="list-style-type: none"> <li>• economic, cultural and social capital</li> <li>• status</li> <li>• power</li> <li>• market situation</li> <li>• life chances</li> <li>• racism</li> <li>• poverty</li> <li>• discrimination</li> <li>• prejudice</li> <li>• stereotypes</li> <li>• migration</li> <li>• identity</li> <li>• underclass</li> <li>• nationalism</li> <li>• labelling</li> <li>• access to power and political representation</li> <li>• other relevant response</li> </ul> <p>Empirical evidence may be discussed from Low Pay Unit, CRE studies, government statistics, BCCCS and other sources.</p> <p>Candidates may refer to writers such as:</p> <ul style="list-style-type: none"> <li>• Park</li> <li>• Richardson and Lambert</li> </ul> | <p><b>[20]</b></p> |

| Question   | Mark |
|--|------|
| <ul style="list-style-type: none"> <li>• Castles and Kosack</li> <li>• Cohen</li> <li>• Fenton</li> <li>• Cox</li> <li>• BCCCS</li> <li>• Gilroy</li> <li>• Hall</li> <li>• Pilkington</li> <li>• Modood</li> <li>• Giddens</li> <li>• Mirza</li> <li>• Rex and Tomlinson</li> <li>• Parkin</li> <li>• Rattansi</li> <li>• Malik</li> <li>• Goldberg</li> <li>• Other relevant response</li> </ul> <p>Theoretical explanations for ethnic inequality are likely to be identified and discussed, including Marxist, neo-Marxist, functionalist, post modern, Weberian and feminist. Candidates are most likely to outline empirical evidence and may make some reference to theoretical evidence. Evidence may include theoretical, conceptual, empirical or contemporary examples.</p> <p><b>13–15 marks</b><br/>Candidates show an excellent knowledge and understanding of ethnicity 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 ethnicity, race 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.</p> <p><b>10–12 marks</b><br/>Candidates show a very good knowledge and understanding of ethnicity and inequality in society. The knowledge is appropriate, wide ranging and detailed although lacks the depth of understanding of ethnic 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.</p> <p><b>7–9 marks</b><br/>Candidates show a good knowledge and understanding of ethnic 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.</p> <p><b>4–6 marks</b><br/>Candidates show a basic knowledge and understanding of ethnic inequality in society. The knowledge displayed is appropriate but lacks width and depth, however the candidate is aware of different ethnic groups and basic patterns</p> |      |

| Question  | Mark |
|---|------|
| <p>or examples of ethnic inequality. The quality of written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.</p> <p><b>1–3 marks</b><br/>Candidates show a limited knowledge and understanding of ethnic 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.</p> <p><b>0 marks</b><br/>No relevant sociological knowledge or understanding displayed.</p> <p><b>AO2a: Interpretation and Application</b></p> <p><b>5 marks</b><br/>Candidates show an excellent ability to interpret sociological knowledge and understanding and apply them to the concept of ethnicity and inequality.</p> <p><b>4 marks</b><br/>Candidates show a very good ability to interpret sociological knowledge and understanding and apply them to the concept of ethnicity and inequality.</p> <p><b>3 marks</b><br/>Candidates show a good ability to interpret sociological knowledge and understanding and apply them to the concept of ethnicity and inequality.</p> <p><b>2 marks</b><br/>Candidates show a basic ability to interpret sociological knowledge and understanding and apply them to the concept of ethnicity and inequality.</p> <p><b>1 mark</b><br/>Candidates show a limited ability to interpret sociological knowledge and understanding and apply them to the concept of ethnicity and inequality.</p> <p><b>0 marks</b><br/>No relevant interpretation or application.</p> |      |
| <p><b>4 (b) Outline and assess Marxist explanations of ethnic inequality.</b></p> <p><b>AO1: Knowledge and Understanding</b></p> <p>Indicative Content</p> <p>In responding to this statement it is expected that in general social class and Marxist approaches to explaining ethnic inequality are most likely to be presented and described. The following concepts may be identified and discussed:</p> <ul style="list-style-type: none"> <li>• class</li> <li>• reserve army</li> <li>• exploitation</li> <li>• legitimation</li> <li>• divide and rule</li> </ul>  | [40] |

| Question   | Mark |
|--|------|
| <ul style="list-style-type: none"> <li>• resistance</li> <li>• social closure</li> <li>• racialised class fractions</li> <li>• assimilation</li> <li>• underclass</li> <li>• situational constraints</li> <li>• ethnic penalty</li> <li>• institutional racism/discrimination</li> <li>• other relevant response</li> </ul> <p>Candidates may refer to writers such as:</p> <ul style="list-style-type: none"> <li>• Castles</li> <li>• Cox</li> <li>• BCCCS</li> <li>• Hall</li> <li>• Gilroy</li> <li>• Pilkington</li> <li>• Mirza</li> <li>• Rex and Tomlinson</li> <li>• Modood</li> <li>• Miles</li> <li>• other relevant response</li> </ul> <p>Ethnic 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 ethnic inequality and difference may be explored and/or juxtaposed, for example functionalist, neo-Marxist, Weberian, feminist and post modern. The impact on inequality of age, gender and class may be compared or contrasted with ethnicity, as well as the intersection/interrelationship of these dimensions.</p> <p><b>13–15 marks</b><br/>Candidates show an excellent knowledge and understanding of social class and Marxist explanations of ethnic 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 social class and Marxist explanations of ethnic 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.</p> <p><b>10–12 marks</b><br/>Candidates show a very good knowledge and understanding of social class and Marxist explanations of ethnic 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 social class and Marxist explanations of ethnic 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.</p> |      |

| Question   | Mark |
|--|------|
| <p><b>7–9 marks</b><br/>Candidates show a good knowledge and understanding of social class and Marxist explanations of ethnic inequality. The knowledge is appropriate and either wide ranging or detailed. The response demonstrates sociological understanding of social class and Marxist explanations of ethnic 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.</p> <p><b>4–6 marks</b><br/>Candidates show a basic knowledge and understanding of social class and Marxist explanations of ethnic inequality. The knowledge displayed is appropriate but lacks width and depth however the candidate is aware of some areas of ethnic inequality and demonstrates a core understanding of social class and Marxist theory. The quality of written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.</p> <p><b>1–3 marks</b><br/>Candidates show a limited knowledge and understanding of social class and Marxist explanations of ethnic 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.</p> <p><b>0 marks</b><br/>No relevant sociological knowledge or understanding displayed.</p> <p><b>AO2a: Interpretation and Application</b></p> <p><b>5 marks</b><br/>Candidates show an excellent ability to interpret sociological knowledge and apply it to social class and Marxist explanations of ethnic inequalities.</p> <p><b>4 marks</b><br/>Candidates show a very good ability to interpret sociological knowledge and apply it to social class and Marxist explanations of ethnic inequalities.</p> <p><b>3 marks</b><br/>Candidates show a good ability to interpret sociological knowledge and apply it to social class and Marxist explanations of ethnic inequalities.</p> <p><b>2 marks</b><br/>Candidates show a basic ability to interpret sociological knowledge and apply it to social class and Marxist explanations of ethnic inequalities.</p> <p><b>1 mark</b><br/>Candidates show a limited ability to interpret sociological knowledge and apply it to social class and Marxist explanations of ethnic inequalities.</p> <p><b>0 marks</b> No relevant interpretation or application.</p> <p><b>AO2b: Evaluation and Analysis</b></p> <p>Indicative Content</p> |      |

| Question  | Mark |
|---|------|
| <p>Candidates are expected to evaluate social class and Marxist explanations of ethnic inequality, presenting a range of strengths and/or weaknesses of these approaches to understanding ethnic inequality. Likely arguments might include:</p> <ul style="list-style-type: none"> <li>• highlights economic aspects of inequality and class dimensions</li> <li>• shows how occupation and work is affected by ethnicity</li> <li>• shows how class and ethnicity intersect in inequality</li> <li>• shows how racial prejudice can be used to promote ruling class ideology</li> <li>• status is not given enough weight</li> <li>• cultural differences not emphasised</li> <li>• underemphasizes other dimensions to inequality e.g. age and gender</li> <li>• neglects changing cultural patterns and diversity in post modern society</li> <li>• other relevant response</li> </ul> <p>Comparison of alternative theoretical explanations is expected, for example functionalist, neo-Marxist, feminist, Weberian and post modern.</p> <p><b>17–20 marks</b><br/>Candidates show an excellent ability to evaluate and analyse social class and Marxist explanations of ethnic 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.</p> <p><b>13–16 marks</b><br/>Candidates show a very good ability to evaluate and analyse social class and Marxist explanations of ethnic 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.</p> <p><b>9–12 marks</b><br/>Candidates show a good ability to evaluate and analyse social class and Marxist explanations of ethnic 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.</p> <p><b>5–8 marks</b><br/>Candidates show a basic ability to evaluate and analyse social class and Marxist explanations of ethnic inequality. Candidates are may offer simple, juxtaposed responses usually contrasting one alternative theory and/or a few simple criticisms which are not fully explained or developed. Responses may not include both strengths and weaknesses.</p> <p><b>1–4 marks</b><br/>Candidates show a limited ability to evaluate and analyse social class and Marxist explanations of ethnic inequality. Responses will have at least one</p> |      |

| Question   | Mark |
|--|------|
| point of relevant evaluation.<br><br><b>0 marks</b><br>No relevant evaluation or analysis. |      |

**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](mailto:general.qualifications@ocr.org.uk)

**[www.ocr.org.uk](http://www.ocr.org.uk)**

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
**is a Company Limited by Guarantee**  
**Registered in England**  
**Registered Office; 1 Hills Road, Cambridge, CB1 2EU**  
**Registered Company Number: 3484466**  
**OCR is an exempt Charity**



**OCR (Oxford Cambridge and RSA Examinations)**  
**Head office**  
**Telephone: 01223 552552**  
**Facsimile: 01223 552553**

© OCR 2010