

Sociology

Advanced GCE

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

Mark Scheme for June 2011

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1 Outline and explain why semi-structured interviews may be used in sociological research. [15]

AO1: Knowledge and Understanding

Candidates are expected to show knowledge and understanding of semi-structured interviews and their uses in sociological research, drawing upon the source material and their own background knowledge from across the Specification to illustrate their responses.

Semi-structured interviews are generally regarded as a verbal conversation between the researcher and the participant, normally face-to-face, but may be through technology such as telephones, video and the internet. Normally a list of areas for investigation and discussion is drawn up in advance, which provides a guide for the interviewer rather than a fully pre-determined list of questions. They may be used to gather a combination of qualitative and quantitative data.

Usually the sample for semi-structured interviews will be small due to the time and costs involved. The evidence gathered may therefore be unrepresentative and make generalisation difficult. The method is generally regarded as providing high validity and low reliability, as there is scope for probing, reflection and clarification. However the method is more difficult to replicate. There is a chance that the checklist of topics does not include all relevant areas of research.

The method is most often associated with interpretive and ethnographic approaches to social research. However, it can also be used by positivists or realists giving both quantitative and qualitative data. 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
- quantitative data
- positivist
- patterns and trends
- other relevant response.

The impact of semi-structured interviews 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 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 and the development of policy and practice.

This question does not test evaluation, however credit should be given to awareness of the advantages and disadvantages of semi-structured interviews for sociological research if this reveals knowledge and understanding of semi-structured interviews in general.

WITHOUT SOURCE, MAXIMUM LEVEL 3

9–10 marks

Candidates show an excellent knowledge and understanding of the nature, purpose and uses of semi-structured interviews. The response demonstrates considerable depth, detail and accuracy of a wide range of sociological knowledge and understanding of semi-structured interviews, with some sociological theory 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 semi-structured interviews. The response shows wide ranging and detailed knowledge and understanding, 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 semi-structured interviews. The response shows knowledge and understanding which is *either* wide ranging *or* detailed. There will be some understanding of concepts but not fully developed. 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 semi-structured interviews. The response lacks width or depth, and may occasionally be unclear or inaccurate; however the candidate does establish the basic meaning of semi-structured interviews. Knowledge and understanding of concepts may be partial, inaccurate and undeveloped. 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 semi-structured interviews. The response lacks width or depth, and shows some inaccuracy and lack of clarity; the candidate may simply describe one or two points about the research method without reference to theoretical or conceptual material. 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 semi-structured interviews.

AO2a: Interpretation and Application

Candidates are expected to interpret and apply their knowledge and understanding of semi-structured interviews as a research method and methodology in general in their response to the question. This may also be related to the study of the context and aspect of social inequality under consideration; that of *understanding gender in the youth sub-culture of 'boy racers'*. The interrelationship of different factors in social inequality with gender and age may be recognized, including class and ethnicity, discussing how semi-structured interviews might illuminate these aspects of social inequality. A detailed understanding of youth sub-cultures and 'boy racers' is not expected.

WITHOUT SOURCE, LEVEL 3 ONLY

5 marks

Candidates show an excellent ability to interpret sociological knowledge and apply it to the uses of semi-structured interviews 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 semi-structured interviews 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 semi-structured interviews 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 semi-structured interviews in sociological research. The material is related to the question mainly implicitly.

1 mark

Candidates show a limited ability to interpret sociological knowledge and apply it to the uses of semi-structured interviews 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 ethnographic research is the best way to study gender inequality in youth sub-cultures. [25]

AO1: Knowledge and Understanding

Candidates are expected to show knowledge and understanding of ethnographic research and apply this to the context of the question – the study of gender inequality in youth sub-cultures.

Ethnography within sociological research is generally regarded as the gathering of data by participating in the culture of a social group and using a range of methods to collect evidence, often including directly watching and recording the behaviour of people, usually, but not exclusively, in their everyday lives and in natural settings. Interviews and documentary analysis are also associated with ethnographic research.

Different interpretations of the issue may be taken using different methodological approaches, including positivist and interpretive perspectives.

A reflexive approach suggests that ethnographic researchers should be aware of the way that their own experience, meaning and values might influence their interpretation of other people's culture and experience in the research process. Ethnographic researchers tend to reject the claim that it is possible to produce an objective, neutral account of social reality. As a result they should constantly seek to evaluate and check their interpretations in undertaking research, being clear about and explaining how their own perspectives might influence the progress of research, analysis, interpretation and presentation of research evidence and conclusions.

Candidates should demonstrate knowledge and understanding of the key methodological concepts of validity, reliability, generalisability and representativeness through discussion of the view that ethnographic research is the best way to study this research problem – that of understanding *gender inequality in the youth sub-culture of 'boy racers'*. Candidates may use knowledge of ethnography and examples from their wider background knowledge to illustrate their answers.

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

- interpretive
- positivist
- realist
- empathy
- reflexivity
- subjectivity and objectivity
- validity – accuracy/truthfulness/reality of data gathered
- reliability – comparability of data gathered
- generalisability – the ability to apply evidence and conclusions to the wider population
- representativeness – the degree to which the sample or participants are typical of the wider population
- bias
- other relevant response.

Candidates may refer to sociologists such as:

- Giddens
- Hammersley
- Other relevant response.

5 marks

Candidates show an excellent knowledge and understanding of ethnographic research and related methodological issues and concepts. The response demonstrates considerable depth, detail and accuracy of a wide range of sociological knowledge and understanding of ethnographic research, with some sociological theory and a holistic approach to sociological thinking. 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 ethnographic research and related methodological issues and concepts. The response is wide ranging and detailed, with an emphasis on sociological concepts, although lacks the depth of 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.

3 marks

Candidates show a good knowledge and understanding of ethnographic research and related methodological issues and concepts. The response shows knowledge and understanding which is *either* wide ranging *or* detailed. There will be some understanding of sociological concepts but not fully developed. 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 ethnographic research and related methodological issues and concepts. The response lacks width or depth, and may occasionally be unclear or inaccurate; however the candidate does establish the basic meaning of ethnographic research. Knowledge and understanding of concepts may be partial, inaccurate and undeveloped. 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 ethnographic research and related methodological issues and concepts. The response lacks width or depth, and shows some inaccuracy and lack of clarity; the candidate may simply describe research methods generalised without reference to any theoretical or conceptual material. 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 ethnographic research and related methodological issues.

AO2a: Interpretation and application

Candidates are expected to interpret and apply their knowledge and understanding of ethnography as a research method and methodology in general in their response to the question. Discussion of the concepts of validity, reliability, representativeness and generalisability in relation to ethnography and this research problem is also expected. This may also relate to the study of the context and aspect of social inequality under consideration; that of *gender inequality in the youth sub-culture of 'boy racers'*. The inter-relationship of different factors in social inequality with age and gender may be recognised, including class and ethnicity, discussing how ethnography might illuminate these aspects of social inequality. A detailed understanding of 'boy racer' sub-cultures is not expected. The sensitivity of studying groups through ethnography and ethical considerations may also be discussed. The response may also relate the selection or choice of ethnography to the research aim – studying patterns of gender inequality in youth sub-cultures.

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 cultural group and potential exploitation
- ethics
- other relevant response.

5 marks

Candidates show an excellent ability to interpret and apply sociological knowledge to the methodological view that ethnographic research is the best way to study gender inequality in youth sub-cultures. 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 ethnographic research is the best way to study gender inequality in youth sub-cultures. The material is clearly and consistently related to the question.

3 marks

Candidates show a good ability to interpret and apply sociological knowledge to the methodological view that ethnographic research is the best way to study gender inequality in youth sub-cultures. The material is clearly related to the question occasionally.

2 marks

Candidates show a basic ability to interpret and apply sociological knowledge to the methodological view that ethnographic research is the best way to study gender inequality in youth sub-cultures. 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 ethnographic research is the best way to study gender inequality in youth sub-cultures. The material is related to the question only implicitly and not made explicit.

0 marks

No relevant sociological interpretation or application.

AO2b: Analysis and evaluation

Candidates should discuss the advantages and disadvantages of ethnography as a research method, especially in relation to the concepts of validity, reliability, representativeness and generalisability, and relate this to the context of the question, that of evaluating the view that ethnographic research is the best way to study gender inequality in youth sub-cultures.

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

- the influence of the researcher's culture, values and experience on the quality of data gathered and subsequent uses
- objectivity
- subjectivity
- sample size effects
- representativeness
- generalisability
- validity
- reliability
- respondent validation
- desirable responses
- researcher effects
- researcher imposition
- subject and researcher biases
- fitness for purpose
- the researcher's personal and emotional responses to the culture of participants
- other relevant response.

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

13–15 marks

Candidates show an excellent ability to analyse and evaluate i.e. assess the view that ethnographic research is the best way to study gender inequality in youth sub-cultures. Sustained evaluative skills are demonstrated throughout and the response has an analytical and discursive tone. There will be a clear discussion of ethnography in relation to the purpose of the research, and a clear attempt to draw a conclusion about the value of this method in this context. Responses should offer a critical review of sociological methodology drawing upon theoretical and conceptual arguments. At this level the discussion is likely to identify a wide range of issues/advantages/disadvantages in a balanced way. 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 analyse and evaluate i.e. assess the view that ethnographic research is the best way to study gender inequality in youth sub-cultures. Responses will include a range of relevant evaluative arguments together with some precise points of evaluation of different methodological approaches. There will be a discussion of ethnography in relation to the purpose of the research, and an attempt to draw a conclusion about this view in this context. The evaluation may be balanced, though lacking depth and/or detail at times. The discussion will be related to the research context.

7–9 marks

Candidates show a good ability to analyse and evaluate i.e. assess the view that ethnographic research is the best way to study gender inequality in youth sub-cultures. Responses will raise two or more clear points of evaluation but may leave these only partially developed or list like.

Different methodological approaches may be compared briefly. The evaluation is not necessarily balanced. The discussion will be explicitly related to the research context occasionally.

4–6 marks

Candidates show a basic ability to analyse and evaluate i.e. assess the view that ethnographic research is the best way to study gender inequality in youth sub-cultures. Responses are likely to offer at least one generalised, evaluative point with little supporting evidence or argument. If present, different methodological approaches are likely to be juxtaposed simply and implicitly. The discussion may not be related to the research context, or merely implied.

1–3 marks

Candidates show a limited ability to analyse and evaluate i.e. assess the view that ethnographic research is the best way to study gender inequality in youth sub-cultures. Responses may include at least one implied point of evaluation; however this is likely to be minimal, unbalanced, assertive or tangential to the main issue. The discussion may not be related to the research context.

0 marks

No relevant sociological analysis or evaluation.

- 3 (a) Outline the evidence that some age groups are advantaged in the contemporary UK.

[20]

AO1: Knowledge and Understanding

Indicative Content

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

- education and training
- employment and unemployment
- income and wealth
- health and welfare
- power and control at work
- patterns of crime and deviance
- promotion and career opportunities
- other relevant response.

Candidates may discuss differences between age groups or focus on one age group in particular. The following concepts may be identified and discussed:

- childhood, youth, adulthood and old age
- status
- power
- transition
- life course
- access to work and employment
- ageism
- social exclusion
- marginalization
- dual labour markets and reserve army of labour
- access to power and political representation
- disengagement
- other relevant response.

Candidates may refer to writers such as:

- Bond et al
- Vincent
- Oakley
- Gannon
- Prout and James
- Hockey and James
- Pilcher
- Featherstone and Hepworth
- Blaikie
- Aries
- Shorter
- Jenks
- Mayall

- McDonald et al
- Furlong and Cartmel
- Other relevant response drawn from other units of study.

Theoretical explanations for social inequality that emphasize the importance of age are likely to be identified or discussed. The impact on age inequality of ethnicity, gender and class may be compared or contrasted with age, as well as the intersection/interrelationship of these dimensions.

Contemporary examples might include:

- Increasing youth unemployment in times of recession
- Differential rates of employment and unemployment by age group
- Raising of the age of entry to work for young people
- Discrimination against children and the elderly in employment and retention
- Age, wealth distribution and poverty
- Age and health
- Access to education and training
- Recent evidence about patterns of age inequality in the workplace.

IF ONLY LOOKS AT DISADVANTAGE THEN CANNOT BE ABOVE LEVEL 2 BASIC

13-15 marks

Candidates show an excellent knowledge and understanding of age and patterns of inequality focused on advantage in the contemporary UK. The knowledge is appropriate, wide ranging, accurate, detailed and in depth, including a range of different types of sociological evidence. The response demonstrates a deep sociological understanding of age and inequality and a holistic approach to thinking sociologically. Responses are presented in a confident and purposeful manner. 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 patterns of inequality focused on advantage in the contemporary UK. The knowledge is appropriate, full, wide ranging and detailed, although lacks the depth of understanding of age and 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 and patterns of inequality focused on advantage in the contemporary UK. The knowledge is appropriate and *either* wide ranging *or* detailed. Sociological evidence will not be fully developed. 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 and patterns of inequality in the contemporary UK. The knowledge displayed is appropriate but lacks width or depth, however the candidate is aware of age and patterns of inequality in at least one area of social life. Knowledge and understanding of sociological evidence may be partial, inaccurate and undeveloped. 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 and patterns of inequality in the contemporary UK. The knowledge displayed is appropriate but lacks width or depth, and is often inaccurate and assertive. The response demonstrates very little awareness of sociological evidence and presents mainly anecdotal and personal material. 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

IF ONLY LOOKS AT DISADVANTAGE THEN CANNOT BE ABOVE LEVEL 2 BASIC

5 marks

Candidates show an excellent ability to interpret sociological knowledge and understanding and apply them to age and patterns of inequality in the contemporary UK. The material is clearly, explicitly and consistently related to the question.

4 marks

Candidates show a very good ability to interpret sociological knowledge and understanding and apply them to age and patterns of inequality in the contemporary UK. The material is clearly and consistently related to the question.

3 marks

Candidates show a good ability to interpret sociological knowledge and understanding and apply them to the age and patterns of inequality in the contemporary UK. The material is clearly related to the question occasionally.

2 marks

Candidates show a basic ability to interpret sociological knowledge and understanding and apply them to age and patterns of inequality in the contemporary UK. The material is related to the question mainly implicitly.

1 mark

Candidates show a limited ability to interpret sociological knowledge and understanding and apply them to age and patterns of inequality in the contemporary UK. The material is related to the question only implicitly and not made explicit.

0 marks

No relevant interpretation or application.

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

Indicative Content

Functionalist approaches to explaining age inequality should be outlined and assessed. The following concepts may be identified and discussed:

- Socialisation
- Transition
- Archetypal patterns of youth
- Functional disengagement
- Life course
- Social construction of age groups and access to status and power
- Age stratification
- other relevant response.

Candidates may refer to writers such as:

- Parsons
- Eisenstadt
- Cumming and Henry
- Wyness
- Furlong and Cartmel
- Pilcher
- Phillipson and Baars
- Hochschild
- Gannon
- Bond et al
- Vincent
- Oakley
- Gannon
- Prout and James
- Hockey and James
- Featherstone and Hepworth
- Blaikie
- Aries
- Shorter
- Beck
- Jenks
- Mayall
- McDonald et al
- Walker and Foster
- 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 age inequality and difference may be explored and/or juxtaposed, for example Marxist, neo-Marxist, Weberian, 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.

13–15 marks

Candidates show an excellent knowledge and understanding of functionalist explanations of age inequality. The response demonstrates considerable depth, detail and accuracy of a wide range of sociological evidence and material, with a focus on sociological theory and a holistic approach to sociological thinking. Responses are presented in a confident and purposeful manner. 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 age inequality. The response shows wide ranging and detailed knowledge and understanding, with an emphasis on sociological theory, although lacks the depth of the band above. The response demonstrates good sociological understanding of functionalist explanations of age inequality and a holistic approach to sociological thinking. 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 age inequality. The knowledge is appropriate and *either* wide ranging *or* detailed. There will be some understanding of sociological theory and concepts but not fully developed. 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 age inequality. The knowledge displayed is appropriate but lacks width or depth however the candidate is aware of some areas of age inequality and demonstrates a basic understanding of functionalist explanations of age inequality. Knowledge and understanding of theory may be partial, inaccurate and undeveloped. 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 explanations of age inequality. The knowledge displayed is appropriate but lacks width or depth. The response demonstrates very little awareness of sociological evidence and presents mainly anecdotal and personal material. 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 age inequality. 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 functionalist explanations of age inequality. 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 functionalist explanations of age inequality. The material is clearly related to the question occasionally.

2 marks

Candidates show a basic ability to interpret sociological knowledge and apply it to functionalist explanations of age inequality. The material is related to the question mainly implicitly.

1 mark

Candidates show a limited ability to interpret sociological knowledge and apply it to functionalist explanations of age inequality. The material is related to the question only implicitly and not made explicit.

0 marks

No relevant interpretation or application.

AO2b: Analysis and evaluation

Indicative Content

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

- structural understanding of age inequality
- emphasizes the biological and cultural aspects of age
- may be applied to a range of different societies – universalistic
- highlights contribution of different stages in the life course to the functioning of society
- pessimistic about the contribution of the elderly to society
- underestimates conflict and power relationships between different age groups
- neglects gender, class and ethnicity
- postmodern critiques – creation of identity; individualized society; choice and diversity
- other relevant response.

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

17–20 marks

Candidates show an excellent ability to analyse and evaluate functionalist explanations of age inequality. Responses offer a critical commentary on contemporary sociological debate drawing on a range of theoretical positions and conceptual arguments. Sustained evaluative skills are demonstrated throughout and the response has an analytical and discursive tone 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 analyse and evaluate functionalist explanations of age inequality. Responses will include a range of relevant evaluative arguments together with some precise points of evaluation of different theoretical approaches, addressing both strengths and weaknesses in a reasonably balanced way.

9–12 marks

Candidates show a good ability to analyse and evaluate functionalist 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 fully 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 analyse and evaluate functionalist explanations of age inequality. Candidates may offer simple evaluative points which are not explained or developed. Responses are likely to offer at least one generalised, evaluative point with little supporting evidence or argument. If present, different theoretical approaches are likely to be juxtaposed simply and implicitly. Responses may not include both strengths and weaknesses.

1–4 marks

Candidates show a limited ability to analyse and evaluate functionalist explanations of age inequality. Responses may have at least one implied point of relevant evaluation, however this is likely to be minimal, assertive or tangential to the main issue.

0 marks

No relevant analysis or evaluation.

- 4 (a) Outline the evidence that patterns of gender inequality are changing in the contemporary UK. [20]

AO1: Knowledge and Understanding

Indicative Content

Candidates should draw upon their knowledge and understanding of changing patterns of gender inequality from different units within the Specification. Candidates may focus upon the relative advantages and disadvantages of males and females. Aspects of gender inequality 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.

The following concepts may be identified and discussed:

- patriarchy
- status
- power
- culture and changing gender roles
- glass ceiling
- dual labour market
- class and occupational structure
- reserve army
- human capital theory
- segregation of jobs
- gender roles
- masculinities
- access to power and political representation
- other relevant response.

Candidates may refer to writers such as:

- Oakley
- Firestone
- Millet
- Stanworth
- Greer
- Walby
- Pollert
- Abbott et al
- Derrida
- Cixous
- Haste
- Hakim
- Barron and Norris

- McDowell
- Adkins
- Gilmore
- Seidler
- Connell
- Other relevant response.

Theoretical explanations for changing gender inequality are likely to be identified and discussed, including Marxist, neo-Marxist, functionalist, post modern, Weberian and feminist. The impact on gender inequality of ethnicity, age and class may be compared or contrasted with gender, as well as the intersection/interrelationship of these dimensions.

Contemporary examples might include:

- Aspects of changing male inequality eg crisis of masculinity
- Patterns of educational achievement that show females out performing males
- Increasing numbers of females in higher level occupational posts
- Access to female employment opportunities by males and vice versa
- Increase in female deviance and criminality in statistics
- Changing patterns of health eg females and smoking and life expectancy increasing generally
- Portrayal of gender in media becoming more diverse
- Changing roles in the family.

IF DOES NOT ADDRESS CHANGING, LEVEL 2 MAXIMUM

13–15 marks

Candidates show an excellent knowledge and understanding of changing patterns of gender inequality. The knowledge is appropriate, wide ranging, accurate, detailed and in depth, including a range of different types of sociological evidence. The response demonstrates a deep sociological understanding of gender inequality and a holistic approach to thinking sociologically. Responses are presented in a confident and purposeful manner. 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 changing patterns of gender inequality. The knowledge is appropriate, full, 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.

7–9 marks

Candidates show a good knowledge and understanding of changing patterns of gender inequality. The knowledge is appropriate and *either* wide ranging *or* detailed. Sociological evidence will not be fully developed. 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 changing patterns of gender inequality. The knowledge displayed is appropriate but lacks width or depth, however the candidate is aware of changing patterns of gender. Knowledge and understanding of sociological evidence may be partial, inaccurate and undeveloped. 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 changing patterns of gender inequality. The knowledge displayed is appropriate but lacks width or depth, and is often inaccurate and assertive. The response demonstrates very little awareness of sociological evidence and presents mainly anecdotal and personal material. 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 it to changing patterns of gender inequality. The material is clearly, explicitly and consistently related to the question.

4 marks

Candidates show a very good ability to interpret sociological knowledge and understanding and apply it to changing patterns of gender inequality. The material is clearly and consistently related to the question.

3 marks

Candidates show a good ability to interpret sociological knowledge and understanding and apply it to changing patterns of gender inequality. The material is clearly related to the question occasionally.

2 marks

Candidates show a basic ability to interpret sociological knowledge and understanding and apply it to changing patterns of gender inequality. The material is related to the question mainly implicitly.

1 mark

Candidates show a limited ability to interpret sociological knowledge and understanding and apply it to changing patterns of gender inequality. The material is related to the question only implicitly and not made explicit.

0 marks

No relevant interpretation or application.

- 4 (b) Outline and assess the view that patriarchy is the main cause of gender inequality. [40]

AO1: Knowledge and Understanding

Indicative Content

In assessing the view that patriarchy is the main cause of gender inequality, the focus of responses is likely to be upon feminist theoretical approaches, which should be presented and described. The following concepts may be identified and discussed:

-
- patriarchy
- gender
- sexual division of labour
- sexism
- glass ceiling
- vertical and horizontal segregation
- dual career
- triple systems
- human capital
- socialisation
- capitalism and social class
- status
- power
- ethnicity and race
- fragmentation
- cultural differences
- individualisation
- identity
- other relevant response.

Candidates may refer to feminist and other writers such as:

-
- Walby
- Firestone
- Millet
- Hartmann
- Oakley
- Abbott
- Collins
- Mirza
- Hakim
- Derrida
- Cixous
- Haste
- Connell
- Marx
- Weber
- Parsons
- Durkheim
- other relevant response.

Other possible writers are also listed in Question 4a.

Gender inequalities in different aspects of social life may be used to illustrate answers, such as education, employment, income and wealth, health and welfare, housing, political power, and patterns of crime and deviance. Alternative theoretical explanations of gender inequality and difference may be explored and/or juxtaposed, for example Marxist, neo-Marxist, Weberian, feminist and post modern. The impact on gender inequality of ethnicity, age and class may be compared or contrasted with gender, as well as the intersection/interrelationship of these dimensions.

13–15 marks

Candidates show an excellent knowledge and understanding of the view that patriarchy is the main cause of gender inequality and feminist theoretical explanations. The response demonstrates considerable depth, detail and accuracy of a wide range of sociological evidence and material, with a focus on sociological theory and a holistic approach to sociological thinking. Responses are presented in a confident and purposeful manner. 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 the view that patriarchy is the main cause of gender inequality and feminist theoretical explanations. The response shows wide ranging and detailed knowledge and understanding, with an emphasis on sociological theory, although lacks the depth of the band above. The response demonstrates good sociological understanding of the view that patriarchy is the main cause of gender inequality and feminist theoretical explanations. 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 the view that patriarchy is the main cause of gender inequality and feminist theoretical explanations. The knowledge is appropriate and *either* wide ranging *or* detailed. There will be some understanding of sociological theory and concepts but not fully developed. 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 the view that patriarchy is the main cause of gender inequality and feminist theoretical explanations. The knowledge displayed is appropriate but lacks width or depth however the candidate is aware of some areas of gender inequality and demonstrates a basic understanding of the view that patriarchy is the main cause of gender inequality. Knowledge and understanding of theory may be partial, inaccurate and undeveloped. 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 the view that patriarchy is the main cause of gender inequality and feminist theoretical explanations. The knowledge displayed is appropriate but lacks width or depth. The response demonstrates very little awareness of sociological evidence and presents mainly anecdotal and personal material. 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 the view that patriarchy is the main cause of gender inequality. 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 view that patriarchy is the main cause of gender inequality. 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 view that patriarchy is the main cause of gender inequality. 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 view that patriarchy is the main cause of gender inequality. The material is related to the question mainly implicitly.

1 mark

Candidates show a limited ability to interpret sociological knowledge and apply it to the view that patriarchy is the main cause of gender inequality. The material is related to the question only implicitly and not made explicit.

0 marks

No relevant interpretation or application.

AO2b: Analysis and Evaluation

Indicative Content

Candidates are expected to evaluate the view that patriarchy is the main cause of gender inequality and by implication feminist theoretical perspectives, presenting a range of strengths and/or weaknesses of this position. Likely arguments might include:

- Patriarchy recognizes the role of male power and dominance in creating gender inequality in the workplace
- Values female contributions to societies, celebrates female cultures and recognises the role of women in the workplace
- Provides a theoretical basis for addressing gender inequalities in the workplace
- Helps to understand the linking of gender inequality across different aspects of social life – family, education, media, crime, etc
- Doesn't provide an explanation of the origins of patriarchy historically or socially
- The role of socialization and biological influences not highlighted sufficiently
- Underestimates the importance of class, race, ethnicity and age in inequality
- Tends to underestimate the importance of concepts like status and power in understanding inequalities
- Underestimates the changing and fragmented nature of social and gender inequality, diversity and culture

- doesn't acknowledge the way class and other aspects of inequality may reinforce each other, eg race and gender
- other relevant response.

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

17–20 marks

Candidates show an excellent ability to analyse and evaluate the view that patriarchy is the main cause of gender inequality. Responses offer a critical commentary on contemporary sociological debate drawing on a range of theoretical positions and conceptual arguments. Sustained evaluative skills are demonstrated throughout and the response has an analytical and discursive tone 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 analyse and evaluate the view that patriarchy is the main cause of gender inequality. Responses will include a range of relevant evaluative arguments together with some precise points of evaluation of different theoretical approaches, addressing both strengths and weaknesses in a reasonably balanced way.

9–12 marks

Candidates show a good ability to analyse and evaluate the view that patriarchy is the main cause of gender 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 fully 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 analyse and evaluate the view that patriarchy is the main cause of gender inequality. Candidates may offer simple evaluative points which are not explained or developed. Responses are likely to offer some generalised, evaluative points with little supporting evidence or argument. If present, different theoretical approaches are likely to be juxtaposed simply and implicitly. Responses may not include both strengths and weaknesses.

1–4 marks

Candidates show a limited ability to analyse and evaluate the view that patriarchy is the main cause of gender inequality. Responses will have at least one point of relevant evaluation, however this is likely to be minimal, assertive or tangential to the main issue.

0 marks

No relevant analysis or evaluation.

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