



A Level Sociology

H580/02 Researching and understanding social inequalities

Duration: 2 hours 15 minutes

MAXIMUM MARK 105

This document consists of 22 pages

MARKING INSTRUCTIONS

PREPARATION FOR MARKING

SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK PRACTICE AND STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

5. Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM

assessor, which will select the highest mark from those awarded. (The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. (The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)

Short Answer Questions (requiring a more developed response, worth two or more marks)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)













Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:
- there is nothing written in the answer space
- Award Zero '0' if:
- anything is written in the answer space and is not worthy of credit (this includes text and symbols).
- Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.
8. The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
- If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
	Sociological or methodological theory.
	Sociological or methodological evidence: concepts / statistics / social policy
	Developed Point: fully explained in a relevant way / detailed Q1 Interpretation/drawing conclusion from the data
	Underdeveloped: partially explained, requiring more depth
	Application/Interpretation: explicit engagement with the source or context of the question Q1 To indicate data taken from the source to support the point
	Evaluation: Q3 and Q4 for weakness of the method Q6 for arguments against the claim
	Q3 and Q4: strength of the method Q6 arguments for the claim
	Lip service
	Unclear/confused/lacks sense not creditable
	Not clearly focused on question set: tangential – sociological but not directly relevant
	Repetition
 Highlight	Q2 problem cited Q4 in the margin for description of method only AND in the answer for combination of methods Q5 area of inequality Q6 conclusion

Question	Answer	Marks	Guidance
1	<p>Summarise what Source A shows about the proportion of women in managerial and senior positions.</p> <p>AO2: Application Level 4: 4 marks The candidate shows an excellent ability by clearly and accurately summarising what Source A shows about the proportion of women in managerial and senior positions, for example by highlighting how although women are under-represented overall in such positions they are better represented in some categories than others. Candidates should make explicit reference to examples of data.</p> <p>Level 3: 3 marks The candidate shows a good ability to summarise the data in Source A. Data should be accurately interpreted, may be less clearly expressed.</p> <p>Level 2: 2 marks The candidate shows a basic ability to interpret the data in Source A. Data will be mostly accurately used and may be lacking in detail.</p> <p>Level 1: 1 mark The candidate shows a limited ability to interpret the data, for example by simply quoting the proportion of women and/or men in one or more categories without actually summarising the data.</p> <p>0 marks No ability to interpret the data shown, for example the candidate misunderstands the data or interprets it entirely inaccurately.</p>	4	<p>At the top level candidates might summarise the data as follows:</p> <ul style="list-style-type: none"> • At 32.8% women are under-represented in managerial and senior positions overall. • Women are particularly under-represented in the most senior positions ie as Chief Executives and Senior Officials (31.3%) and in some other categories, eg as Purchasing Managers and Directors (26.5%). • However, women are better represented than men in some senior positions such as Advertising Managers and Directors (66.7%) and Health and Social Services Managers and Directors (66.3%) <p>More basic answers are likely to offer less detailed summaries such as that there are fewer women than men in managerial and senior positions.</p>

Question	Answer	Marks	Guidance
2	<p>With reference to Source B, explain two reasons why sociologists may select a representative sample of respondents in order to carry out a social survey.</p> <p>AO1: Knowledge and understanding 2 marks The candidate shows a clear understanding of two reasons.</p> <p>1 mark The candidate clearly explains one reason or shows a partial understanding of two reasons.</p> <p>0 marks No relevant knowledge or understanding.</p> <p>AO2: Application Level 4: 4 marks The candidate shows an excellent ability to apply evidence using the source to support both reasons.</p> <p>Level 3: 3 marks The candidate shows a good ability to apply evidence from Source B, for example by showing a clear ability to support one reason and some evidence to support a second.</p> <p>Level 2: 2 marks The candidate shows a basic ability to apply evidence from Source B, for example by using evidence to clearly support one of the reasons cited or showing some ability to support two reasons with lip service.</p> <p>Level 1: 1 mark The candidate shows a limited ability to apply evidence from Source B to support their reasons, for example a brief reference to one or more of the methods used in the study.</p>	6	<p>Candidates could consider the following reasons:</p> <ul style="list-style-type: none"> • Selecting a sample saves time and money compared to trying to interview the whole population. • Ensuring representativeness means that data gained from the sample should follow a similar pattern to the population as a whole. • Sociologists may wish to ensure that specific social groups, eg genders, social classes or ethnic groups are represented in similar proportions in the sample to the population as a whole. • Any other reasonable response. <p>Although candidates may discuss different sampling methods answers should focus on ‘the reasons sociologists may select a representative sample’.</p> <p>The candidate should make explicit reference to the source material to support the two identified reasons. For example to illustrate the idea that sampling saves time and money candidates could point out it would be easier to survey 1843 people than the whole population. The sample representing different social groups could be illustrated by the fact that the authors went on to make comparisons of responses between age groups, ethnic groups etc.</p>

		Typically reference made to the source may be lip service only to one problem. 0 marks No relevant application of material from the Source		
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Question	Answer	Marks	Guidance
3	<p>With reference to Source A, explain one advantage and one disadvantage of sociologists using official statistics to study gender inequalities in employment.</p> <p>AO2: Application Level 4: 4 marks The candidate shows an excellent ability to apply data from Source A in answering the question. There is a clear application of source material in relation to both the advantage and the disadvantage identified.</p> <p>Level 3: 3 marks The candidate shows a good ability to apply data from Source A in answering the question. There is an attempt to apply the source material in relation to both the advantage and the disadvantage identified but it is likely to be clearer in relation to one than the other.</p> <p>Level 2: 2 marks The candidate shows a basic ability to apply data from Source A in answering the question. There is a clear application of source material in relation to either an identified advantage or a disadvantage or a less clear attempt to apply data to both.</p> <p>Level 1 : 1 mark The candidate shows a limited ability to apply data from Source A in answering the question. There will be some attempt to apply at least one aspect of the data but it will lack clarity or be of marginal relevance.</p> <p>0 marks No relevant application of data.</p> <p>AO3: Analysis and evaluation</p>	10	<p>To gain marks for application candidates must make reference to the data in Source A. Candidates who simply evaluate using official statistics in general may score marks for evaluation but not for application.</p> <p>Possible advantages might include:</p> <ul style="list-style-type: none"> • Time and cost – data already collected by official agencies. • Often based on large sample sizes and likely to be representative/generalisable because based on national sample. • Reliability – can be checked by replicating official research or by comparing data from year to year for consistency. • Objectivity of data collected by official sources, researchers' own values or biases less likely to influence data collection. • Positivist support for quantitative data, eg allows researchers to see patterns/trends/correlations. • Less ethical problems, eg no need to obtain informed consent/ensure confidentiality. • Can be used to influence social policy eg by revealing lack of progress towards gender equality in employment. <p>Possible disadvantages might include:</p> <ul style="list-style-type: none"> • Lack of validity, official statistics may impose categories or classifications which are not meaningful to those being studied eg in terms of what is defined as a management/senior position. • Interpretivist arguments - fails to understand meanings of those involved eg subjective

	<p>Level 4: 5–6 marks The candidate shows an excellent ability to evaluate using official statistics to study gender inequalities in employment in terms of both an advantage and a disadvantage. Both points should be clearly developed and supported by methodological concept(s) and/or theory with reference to the study of gender inequalities in employment. At the bottom of the level, one is likely to be less developed.</p> <p>Level 3: 4 marks The candidate shows a good ability to evaluate using official statistics to study gender inequalities in employment in terms of both an advantage and a disadvantage, one of which will be supported by methodological concepts(s) and/or theory. The development of the evaluation is likely to be uneven.</p> <p>Level 2: 2–3 marks The candidate shows a basic ability to evaluate using official statistics to study gender inequalities in employment, i.e. a less developed evaluation of both an advantage and a disadvantage. Methodological concept(s) may be undeveloped or implicit. OR a clear and developed evaluation of either an advantage or disadvantage or a disadvantage with methodological concept(s) and/or theory.</p> <p>Level 1: 1 mark The candidate shows a limited ability to evaluate using official statistics to study gender inequalities in employment, for example a less developed evaluation in terms of either an advantage or a disadvantage.</p> <p>0 marks No relevant evaluation.</p>		<p>experiences of women in senior positions.</p> <ul style="list-style-type: none"> • Lack of depth and detail eg does not reveal attitudes and feelings of subjects of research. • Possible bias eg data is collected to support government priorities. <p>Any other reasonable response should be rewarded.</p>
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Question	Answer	Marks	Guidance
4	<p>Using Source B and your wider sociological knowledge, explain and evaluate the use of structured interviews to study people’s attitudes to ageing and ageism.</p> <p>AO1: Knowledge and understanding Level 4: 4–5 marks The candidate shows an excellent knowledge and understanding of the nature, purpose and uses of structured interviews. The response will use a wide range of accurate methodological theory and concepts. There is a well–developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>Level 3: 3 marks The candidate shows a good understanding of structured interviews. Knowledge will have either range or depth. There will be some understanding of methodological concepts and/or theories but these may not be fully developed. Responses are generally clear and accurate, though may contain some errors. There is a line of reasoning presented with some structure. The information presented is in the most–part relevant and supported by some evidence.</p> <p>Level 2: 2 marks The candidate shows a basic understanding of structured interviews, for example they involve asking a list of standardised questions. The response lacks range and depth and may occasionally be unclear or inaccurate, and contain errors; however, the candidate does establish the basic meaning of structured interviews. Knowledge and understanding of concepts may be partial, implicit, inaccurate or undeveloped. The information has some relevance and is presented with limited structure.</p>	25	<p>AO1: Knowledge and Understanding Candidates should show an understanding of what is meant by structured interviews which might include:</p> <ul style="list-style-type: none"> • Questions are administered face-to-face by an interviewer. • Questions are usually standardised/same for all respondents. • Typically include a large proportion of closed questions. • Usually used to generate quantitative data. • Favoured by positivist sociologists as more scientific/precise/objective. <p>AO2: Application Candidates are expected to apply their knowledge and understanding of structured interviews and methodology in general in their response to the question. Candidates are also expected to apply material drawn from the Source in answering the question. Discussion of the concepts of validity, reliability, representativeness and generalisability in relation to quantitative secondary sources for this research problem is also expected. This may also relate to the study of the context and aspect of inequality and difference under consideration, i.e. to study people’s attitudes to ageing and ageism. A detailed understanding of this topic is not expected. The response may also relate the selection or choice of structured interviews to the research aim. Candidates should be rewarded for appropriate application of theoretical perspectives to their discussion e.g. interpretivism and positivism</p> <p>AO3: Analysis and evaluation</p>

	<p>Level 1: 1 mark The candidate shows a limited understanding of structured interviews. The response lacks range and detail and may show considerable inaccuracy and/or lack of clarity. The candidate may simply describe an aspect of the method and/or research methods in general. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p>0 marks No relevant knowledge or understanding.</p> <p>AO2: Application Level 4: 4–5 marks The candidate shows an excellent ability to relate the use of structured interviews to the context of the research in Source B (people’s attitudes to ageing and ageism) in an explicit way. At the top of the level application will be wide ranging. The material is related to the question.</p> <p>Level 3: 3 marks The candidate shows a good ability to relate the use of structured interviews to the context of the research in Source B (people’s attitudes to ageing and ageism) in a mostly explicit way. Some of the material may be more implicitly related to the question.</p> <p>Level 2: 2 marks The candidate shows a basic ability to relate the use of structured interviews to the context of the research in Source B (people’s attitudes to ageing and ageism). Explicit application is likely to be very narrow. The material is related to the question occasionally and mainly implicitly.</p> <p>Level 1: 1 mark The candidate shows a limited ability to relate the use of</p>	<p>Candidates should discuss the advantages and disadvantages of structured interviews, especially in relation to the concepts of validity, reliability, representativeness and generalisability, and relate this to the context of the question, to study people’s attitudes to ageing and ageism.</p> <p>In terms of positive evaluation candidates might include:</p> <ul style="list-style-type: none"> • Allows researchers to see patterns and correlations, eg differences in experiences/ attitudes between different age groups/ ethnic groups. • Positivist preference for quantitative data seen as more objective/scientific. • Can be used to test hypotheses eg that ageism is declining in UK society. • Less time consuming than some other methods eg in depth interviews or participant observation • Higher level of representativeness as allows for potentially larger sample sizes (1843 in this study). Allows for greater generalisability. • Less chance of interviewer bias than informal/ unstructured interviews as questions can be carefully designed before interviews. • Reliability, other researchers can check findings against original data/ easy to replicate research. <p>In terms of critical points candidates might include:</p> <ul style="list-style-type: none"> • Lack of qualitative data e.g. lack of data based on respondents’ own words. • Issues of validity, eg can we reach valid conclusions about respondents attitudes based on simple responses to statements. • Respondents may not be honest about their own prejudices relating to age.
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	<p>structured interviews to the context of the research in Source B (people's attitudes to ageing and ageism). The material is only implicitly related to the question and mainly irrelevant or of marginal relevance.</p> <p>0 marks No relevant sociological application.</p> <p>AO3: Analysis and evaluation Level 4: 12–15 marks The candidate shows an excellent ability to evaluate and analyse the usefulness of structured interviews for researching people's attitudes to ageing and ageism. Responses will include a wide range of explicit and relevant evaluative points and may make some comparison with other methodologies. There will be a discussion of structured interviews in relation to the purpose of the research. The evaluation will be sustained, balanced and the discussion will be related to using structured interviews. At the bottom of the level the evaluation may be slightly less developed. The candidate may reach a critical and reasoned conclusion.</p> <p>Level 3: 8–11 marks The candidate shows a good ability to evaluate and analyse the usefulness of structured interviews for researching people's attitudes to ageing and ageism. Responses will include a wide range or depth of explicit and relevant evaluative points and may make some comparison with other methodologies. Responses will raise a few clear points of evaluation but may leave these only partially developed. The evaluation is not necessarily balanced. At the top of the level points start to be developed. The candidate may reach a critical but brief conclusion.</p> <p>Level 2: 4–7 marks The candidate shows a basic ability to evaluate and analyse the usefulness of structured interviews for researching</p>	<p>5 AO 2 1b</p>	<ul style="list-style-type: none"> • Differences between age groups or ethnic groups in experiences of ageism may be due to differences in willingness to admit ageism rather than being real. • Criticisms from interpretivist perspectives, e.g. questions used are designed by researchers and may impose their frameworks or categories on subjects. • Possibility of interviewer bias eg respondents may be affected by age, gender, ethnicity etc of interviewer. • Possible ethical problems eg in obtaining informed consent, how to pose sensitive questions about ageism without upsetting respondents. <p>Any other relevant points should be rewarded.</p>
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		<p>people's attitudes to ageing and ageism. Responses are likely to offer a few generalised evaluative points with little supporting evidence or argument or listing strengths and weaknesses all undeveloped. If present, different methodological approaches are likely to be juxtaposed simply and/or implicitly. At the bottom of the level there should be at least two evaluative points but these are likely to be undeveloped. If present, the conclusion is likely to be summative.</p> <p>Level 1: 1–3 marks The candidate shows a limited ability to evaluate and analyse the usefulness of structured interviews for researching people's attitudes to ageing and ageism. Responses should include at least one point of evaluation; however this is likely to be minimal, unbalanced, assertive, one-sided or tangential to the main issue. There is unlikely to be a conclusion.</p> <p>0 marks No relevant sociological evaluation or analysis.</p>		
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Question	Answer	Marks	Guidance
5	<p>Outline ways that a person's social class background may affect their chances of achieving a secure and well paid job.</p> <p>AO1: Knowledge and understanding Level 4: 10–12 marks The candidate shows an excellent knowledge and understanding of ways that a person's social class background may affect their chances of achieving a secure and well-paid job. The response demonstrates a wide range and depth of sociological evidence, theories and/or concepts within at least three areas of social life; the material is accurate. At the top of the level there will be at least two social classes. At the bottom of the level evidence may be slightly less developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>Level 3: 7–9 marks The candidate shows a good knowledge and understanding of ways that a person's social class background may affect their chances of achieving a secure and well-paid job. The response shows knowledge and understanding which will demonstrate depth or range within at least two areas of social life. There will be a range of sociological evidence, theories and/or concepts but they may not be fully developed. Responses are generally clear and accurate, though may contain some errors. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p>Level 2: 4–6 marks The candidate shows a basic knowledge and understanding of at least one social class and way that a person's social class background may affect their chances of achieving a secure</p>	20	<p>Candidates should show an understanding of the concepts of social class background and secure and well paid job and how one affects the other. There are a wide range of possible ways to respond to this question and candidates are only expected to explore some of these.</p> <p>Possible ways which might be discussed by candidates could include:</p> <ul style="list-style-type: none"> • Social class inequalities in education and how these link to job opportunities. • Other social class inequalities in life chances eg health or housing and how this may affect opportunities for jobs. • Research on social mobility eg Oxford Mobility Study or NCDS study) demonstrating how social class of origin affects occupational destinations. • Effects of poverty on children's opportunities eg findings of Social Mobility and Child Poverty Commission, evidence of a poverty cycle. • Weberian approaches eg concepts of closure, market situation. • Marxist approaches eg concepts of class reproduction, cultural capital. • New right approaches eg Murray and underclass theory. <p>Possible concepts for inclusion might be:</p> <ul style="list-style-type: none"> • Workplace inequalities • Social mobility • Life chances • Absolute and relative poverty • Hope-Goldthorpe Scale • Service class

	<p>and well-paid job. The response lacks depth and range. Knowledge and understanding of sociological evidence, theories and concepts may be partial, inaccurate, confused, implicit and/or undeveloped. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p>Level 1: 1–3 marks The candidate shows limited knowledge and understanding of ways that a person’s social class background may affect their chances of achieving a secure and well-paid job. The response may be narrow and undeveloped, and shows considerable inaccuracy and lack of clarity; the candidate may simply describe an aspect of social class inequality. The information is limited and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p>0 marks No relevant knowledge or understanding</p> <p>AO2: Application Level 4: 7–8 marks The candidate shows an excellent ability to apply sociological knowledge. A wide range of material is explicitly and consistently related to the question.</p> <p>Level 3: 5–6 marks The candidate shows a good ability to apply sociological knowledge. A range of material is explicitly related to the question but this may not be consistently applied.</p> <p>Level 2: 3–4 marks The candidate shows a basic ability to apply sociological knowledge. The material is related to the question occasionally and mainly implicitly.</p>	<ul style="list-style-type: none"> • Material deprivation • Cultural capital • Social capital • Social closure • Social reproduction • Social exclusion • Underclass • Culture of dependency • Cycle of poverty
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		<p>Level 1: 1–2 marks The candidate shows a limited ability to apply sociological knowledge. The material is only implicitly related to the question and mainly irrelevant or of marginal relevance.</p> <p>0 marks No relevant sociological application.</p>		
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Question	Answer	Marks	Guidance
6	<p>Assess the view that ethnic inequalities are a result of the failure of immigrants to assimilate and adopt the norms and values of British Society.</p> <p>AO1: Knowledge and understanding Level 4: 13–16 marks The candidate shows an excellent knowledge and understanding of the view. The response demonstrates knowledge of a wide range of sociological evidence in depth, including clear understanding sociological concepts and theory; the material is generally accurate. At the bottom of the level evidence may be slightly less developed. There is a well–developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>Level 3: 9–12 marks The candidate shows a good knowledge and understanding of the view. The response shows knowledge and understanding with range or depth. There will be some understanding of sociological evidence, theory and/or concepts but they may not be fully developed. Responses are generally clear and accurate, though may contain some errors. There is a line of reasoning presented with some structure. The information presented is in the most–part relevant and supported by some evidence.</p> <p>Level 2: 5–8 marks The candidate shows a basic knowledge and understanding of the view. The response lacks range and depth, and may occasionally be unclear or inaccurate, and may contain errors. Knowledge and understanding of concepts may be partial, implicit, inaccurate and/or undeveloped or omitted. There may be reliance on anecdotal examples. The information has some relevance and is presented with limited structure. The</p>	40	<ul style="list-style-type: none"> • Candidates should show understanding of the concepts of ethnic inequalities and assimilation. • Good responses are likely to link this to functionalist theories, New Right theories and/or the host-immigrant model. • Some candidates may offer a largely theoretical response for example comparing functionalist and/or New Right theories with other perspectives such as Marxist and Weberian approaches. • Other candidates may focus more on empirical studies of ethnic inequalities in contemporary UK society and use these to evaluate the view. <p>Relevant concepts which could be applied might be:</p> <ul style="list-style-type: none"> • Hosts and immigrants • Meritocracy • Value consensus • Underclass • Ethnic minority subcultures • Accommodation • Assimilation • Integration • Multiculturalism • Racism • Racial discrimination • Reserve army of labour • Racialised class fractions • Market situation • Dual Labour market <p>Candidates might cite studies such as the following in support of the statement:</p> <ul style="list-style-type: none"> • Patterson

	<p>information is supported by limited evidence.</p> <p>Level 1: 1–4 marks The candidate shows a limited knowledge and understanding of the view. The response lacks range and depth, and shows considerable inaccuracy and lack of clarity; the candidate may simply describe an aspect of inequality in general. There is likely to be a tendency towards common sense knowledge. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p>0 marks No relevant sociological knowledge or understanding.</p> <p>AO2: Application Level 4: 7–8 marks The candidate shows an excellent ability to apply sociological knowledge and evidence both for and against the view. The material is explicitly and consistently related to the question.</p> <p>Level 3: 5–6 marks The candidate shows a good ability to apply sociological knowledge and evidence to the question. Some material is explicitly related to the view.</p> <p>Level 2: 3–4 marks The candidate shows a basic ability to apply sociological knowledge to the question. The material is related to the view occasionally.</p> <p>Level 1: 1–2 marks Candidates show a limited ability to apply sociological knowledge to the question. The material is only implicitly related to the view and mainly irrelevant or of marginal relevance.</p> <p>0 marks No relevant sociological application.</p>	<ul style="list-style-type: none"> • Murray • Sewell <p>In critical evaluation candidates could draw on a variety of theoretical approaches including:</p> <ul style="list-style-type: none"> • Marxist approaches eg Cox, Castles and Kosack, Miles. • Weberian theories eg Barron and Norris, Rex and Tomlinson. • Black feminism eg Brewer, Mirza. <p>Candidates might also apply material from empirical studies of areas such as such as:</p> <ul style="list-style-type: none"> • Racial discrimination eg Wood et al, Heath et al. • Income inequalities eg JRF, Rowlingson and McKay. • Poverty eg JRF, Flaherty. • Social mobility eg Platt. <p>Any other relevant points should be rewarded.</p>
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		<p>AO3: Analysis and evaluation</p> <p>Level 4: 13–16 marks Candidates show an excellent ability to evaluate and analyse the view. Responses will include a wide range of sustained and explicit evaluative arguments with depth. There will be a discussion of different theoretical approaches. At the top of the level answers will reach a conclusion. At the bottom of the level the evaluation may be slightly less developed.</p> <p>Level 3: 9–12 marks Candidates show a good ability to evaluate and analyse the view. Responses will demonstrate range or depth of evaluation. At the top of the level there will be some discussion of different sociological evidence, theories and/or concepts. The candidate may reach a brief conclusion.</p> <p>Level 2: 5–8 marks Candidates show a basic ability to evaluate and analyse the view. The response lacks range and depth. Responses are likely to offer a few generalised, evaluative points with little supporting evidence or argument. If present, different sociological evidence is likely to be juxtaposed simply and implicitly. If present, the conclusion is likely to be summative.</p> <p>Level 1: 1–4 marks Candidates show a limited ability to evaluate and analyse the view. Evaluation is implicit, minimal, assertive, inaccurate or tangential to the main issue. There is unlikely to be a conclusion.</p> <p>0 marks No relevant sociological evaluation or analysis</p>		
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