

# **Sociology**

Advanced GCE **A2 7878**

Advanced Subsidiary GCE **AS 3878**

## **Mark Scheme for the Units**

---

**January 2010**

**3878/7878/MS/R/10J**

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)

## **CONTENTS**

**Advanced GCE Sociology (7878)**

**Advanced Subsidiary GCE Sociology (3878)**

### **MARK SCHEMES FOR THE UNITS**

<b>Unit/Content</b>	<b>Page</b>
2536 Power and Control	1
2537 Applied Sociological Research Skills	25
2539 Social Inequality and Difference	32
Grade Thresholds	45

## 2536 Power and Control

### 1 Outline and assess realist explanations of crime and deviance.

**[60]**

*Expect to see clear knowledge and understanding of concepts, evidence and/or theories relevant to explaining realist explanations of crime. There will be accurate references to left and right realist theories. Reference may also be made to other theories such as control theories, the new criminology, underclass theory, new right.*

*Relevant concepts may include: relative deprivation, subculture, marginalisation, powerlessness, dependency culture, cost-benefit analysis, social controls, target hardening, surveillance etc.*

*Writers/theorists may include: Young, Lea, Wilson, Hernstein.*

#### **Assessment objective 1: Knowledge and understanding [0-28 marks]**

**[22-28 marks]** Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theory relevant to realist explanations of crime and deviance. In this band, candidates will present a balanced, logical and coherent answer which clearly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**[15-21 marks]** Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to realist explanations of crime and deviance. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

**[8-14 marks]** Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to realist explanations. Responses in this band are likely to provide a basic account of realist explanations through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

**[1-7 marks]** Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to realist explanations. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. general explanations of crime and deviance. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(a): Interpretation and analysis [0-16 marks]**

**[13-16 marks]** Selects and organises relevant material to provide a clear analysis of realist theories. Responses in this band will clearly address the question.

**[9-12 marks]** Selects and interprets relevant material to provide some analysis of the view in the question. Responses in this band will either be narrowly focussed on one issue e.g. left realism or offer a less developed analysis of a range of issues.

**[5-8 marks]** Selects some relevant material to provide a basic analysis of realist explanations of crime and deviance. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

**[1-4 marks]** Refers to, and makes a limited interpretation of at least one relevant point probably related to generalised explanations, rather than realist theories. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(b): Evaluation [0-16 marks]**

**[13-16 marks]** Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the lack of empirical evidence supporting the relative deprivation/powerlessness aspect of the New Left Realists (NLR) argument, the Marxist view that NLR neglects the structural and ideological dimension of deprivation and powerlessness, the view that NLR neglects the impact of labelling; the view that New Right realists blame the powerless and increase fears of crime.

**[9-12 marks]** Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some arguments about realist theories or by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band, expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

**[5-8 marks]** Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, or asserted with basic explanation.

**[1-4 marks]** Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

**[0 marks]** No relevant evaluative points.

**2 Outline and assess the usefulness of official statistics for measuring crime. [60]**

*Expect to see clear and accurate knowledge and understanding of official statistics and evidence/theories relating to their importance.*

*There will be accurate references to sociological arguments which support and criticise the use of official criminal statistics as an indicator of the amount of crime committed. Candidates will relate data and studies to concepts such as victim and self-report studies and interaction with the police and judicial process. Candidates may use a positivist/Interpretivists framework to assess the importance of official statistics. Candidates may refer to: Young, Chambliss, Snider.*

**Assessment objective 1: Knowledge and understanding [0-28 marks]**

**[22-28 marks]** Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to the importance of official statistics. In this band, candidates will present a balanced, logical and coherent answer which clearly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**[15-21 marks]** Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to importance of official statistics. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

**[8-14 marks]** Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to importance of official statistics. Responses in this band are likely to provide a basic account of usefulness of official statistics through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

**[1-7 marks]** Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to the importance of official statistics. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. general explanations of crime and deviance. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(a): Interpretation and analysis [0-16 marks]**

**[13-16 marks]** Selects and organises relevant material to provide a clear analysis of the usefulness of official statistics. This may focus on a discussion of the official statistics on crime and a comparison with self-report studies and victim surveys. Responses in this band will clearly address the question.

**[9-12 marks]** Selects and interprets relevant material to provide an appropriate analysis of aspects of the importance of official statistics. Responses in this band will either be narrowly focussed on one issue e.g. recorded crime or offer a less developed analysis of a range of issues.

**[5-8 marks]** Selects some relevant material to provide a basic analysis of the usefulness of official statistics. Relevant points will be made but either the connection to official statistics is vague, or application is partially confused. Relatively little support will be offered in the form of studies.

**[1-4 marks]** Refers to, and makes a limited interpretation of at least one point relevant. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(b): Evaluation [0-16 marks]**

**[13-16 marks]** Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the official statistics on crime compared to self-report studies, the left realist view that official statistics are a realistic picture of street crime in inner city areas; the social constructionist critique of official statistics; the view that official statistics actually underestimate the degree of crime committed.

**[9-12 marks]** Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some argument about the importance of official statistics or by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

**[5-8 marks]** Evaluation is present within a balanced exposition of sociological evidence and theories, but is either left implicit in a juxtaposition of views or list of points, or asserted with basic explanation.

**[1-4 marks]** Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

**[0 marks]** No relevant evaluative points.

- 3 Outline and assess the view that social class differences in educational achievement are caused by factors outside schools. [60]**

*Expect to see a clear understanding of theories such as functionalism, Marxism, new right, Interactionism. Issues will be discussed, such as the significance of the home in terms of cultural and material factors, the importance of poverty as an influence on educational achievement, the significance of subculture in relation to peer groups, the role of capital (cultural, material, social) in relation to achievement, the importance of educational policy.*

*There may references to: Douglas, Halsey, Davies, Hyman, Sugarman, Bernstein, Boudon, Ball, Smith and Noble, Power, Willis, Saunders, Smithers, Forsythe and Furlong.*

*Concepts may include: cultural deprivation, cultural capital, immediate gratification, fatalism, collectivism, restricted and elaborated language codes, subculture, socialisation, status, meritocracy, reproduction.*

**Assessment objective 1: Knowledge and understanding [0-28 marks]**

**[22-28 marks]** Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to social class differences in educational achievement. In this band candidates will present a balanced, logical and coherent answer which clearly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**[15-21 marks]** Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to social class differences in educational achievement. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

**[8-14 marks]** Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to social class differences in educational achievement. Responses in this band are likely to provide a basic account of the relationship through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

**[1-7 marks]** Demonstrates limited knowledge of at least one relevant aspect of concepts, evidence or theory. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. general explanations of the role of education. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**[0 marks]** No relevant sociological points.



**Assessment objective 2(a): Interpretation and analysis [0-16 marks]**

**[13-16 marks]** Selects and organises relevant material to provide a clear analysis of social class differences in educational achievement as related to factors outside school. This body of the essay should be focused on addressing outside school factors, such as material and cultural deprivation. Responses in this band will clearly address the question.

**[9-12 marks]** Selects and interprets relevant material to provide an appropriate analysis of social class differences in educational achievement and outside school factors. Responses in this band will either be narrowly focussed on one issue e.g. linguistic deprivation or offer a less developed analysis of a range of issues.

**[5-8 marks]** Selects some relevant material to provide a basic analysis. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

**[1-4 marks]** Refers to, and makes a limited interpretation of at least one relevant point. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(b): Evaluation [0-16 marks]**

**[13-16 marks]** Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues such as the importance of in-school factors e.g. teacher expectation, the classification of pupils e.g. banding, criticisms of explanations such as cultural deprivation, the difficulty of separating material and cultural factors, the over-deterministic nature of theories in this area etc.

**[9-12 marks]** Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some argument about social class differences in educational achievement, or by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

**[5-8 marks]** Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, or asserted with basic explanation.

**[1-4 marks]** Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

**[0 marks]** No relevant evaluative points.

**4 Outline and assess Marxist explanations of the role of the education system. [60]**

*Expect to see a clear understanding of Marxist theories of the role of the education system.*

*Expect to see a range of writers referred to. There may be references to studies and/or theorists such as: Marx, Bowles and Gintis, Althusser, Freire, Willis, Giroux, Rikowski.*

*Relevant concepts include: Hidden curriculum, correspondence principle, ruling class ideology, ideological state apparatus, legitimisation and reproduction of inequality, myth of meritocracy, capitalism – education as a global commodity.*

**Assessment objective 1: Knowledge and Understanding [0-28 marks]**

**[22-28 marks]** Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to Marxist explanations of the role of the education system. In this band, candidates will present a balanced, logical and coherent answer which clearly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**[15-21 marks]** Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to Marxist explanations of the role of the education system. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

**[8-14 marks]** Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to Marxist explanations of the role of the education system. Responses in this band are likely to provide a basic account of Marxist theory through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

**[1-7 marks]** Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to Marxist explanations of the role of the education system. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. general discussion about Marxism, not applied to education. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(a): Interpretation and analysis [0-16 marks]**

**[13-16 marks]** Selects and organises relevant material to provide a clear analysis of Marxist explanations of the role of the education system. Responses in this band will clearly address the question.

**[9-12 marks]** Selects and interprets relevant material to provide an appropriate analysis of Marxist explanations of the role of the education system. Responses in this band will either be narrowly focussed on one issue e.g. correspondence principle or offer a less developed analysis of a range of issues.

**[5-8 marks]** Selects some relevant material to provide a basic analysis of Marxist explanations of the role of the education system. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

**[1-4 marks]** Refers to, and makes a limited interpretation of at least one relevant point. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(b): Evaluation [0-16 marks]**

**[13-16 marks]** Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues such as the adequacy of Marxist explanations of the role of the education system, specific criticisms of the correspondence principle, Willis' critique of Marxist theory (neo-Marxist); alternative theories and the role of education; for example, the functionalist view, the liberal view, the Interactionist view, the feminist critique.

**[9-12 marks]** Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some argument about Marxist explanations of the role of the education system, or by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band, expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

**[5-8 marks]** Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, or asserted with basic explanation.

**[1-4 marks]** Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

**[0 marks]** No relevant evaluative points.

**5 Outline and assess the bio-medical model of health and illness. [60]**

*Expect to see a clear understanding of the bio-medical model of health. Issues will be discussed such as the prominence of this model within western medicine, theoretical explanations of the emergence of the model, the 'scientific' measure of health and illness, the role of the medical professions in delivering health and illness, the elements of the model in terms of mind-body dualism and specific aetiology, the significance of doctor-patient relationships.*

*Expect to see responses using concepts such as bio-medical bio-mechanical model, dualism, the mechanical metaphor, science, objectivity, specific aetiology, Medicalisation, social control, sick role.*

*Expect to see a range of writers referred to. There may be references to studies and/or theorists such as: Parsons, Hart, McKeown, Turner, Blaxter, Illich, Lesley, Engel.*

**Assessment objective 1: Knowledge and understanding [0-28 marks]**

**[22-28 marks]** Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to a sociological understanding of the bio-medical model. In this band, candidates will present a balanced, logical and coherent answer which clearly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**[15-21 marks]** Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to the bio-medical model. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

**[8-14 marks]** Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to the bio-medical model. Responses in this band are likely to provide a basic account of the model through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

**[1-7 marks]** Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to the bio-medical model. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. discussion about the sick role. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(a): Interpretation and analysis [0-16 marks]**

**[13-16 marks]** Selects and organises relevant material to provide a clear analysis of the bio-medical model. Responses in this band will clearly address the question.

**[9-12 marks]** Selects and interprets relevant material to provide an appropriate analysis of the bio-medical model. Responses in this band will either be narrowly focussed on one issue e.g. Parsons theory or offer a less developed analysis of a range of issues.

**[5-8 marks]** Selects some relevant material to provide a basic analysis of sociological explanations of the bio-medical model. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

**[1-4 marks]** Refers to, and makes a limited interpretation of at least one relevant point. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(b): Evaluation [0-16 marks]**

**[13-16 marks]** Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues such as the social construction of health and illness, Medicalisation and demedicalisation, iatrogenesis, critique of the role of the medical profession; theoretical critiques such as the feminist and Interactionist critique, alternative models of health, such as the social model (McKeown).

**[9-12 marks]** Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising sociological explanations of the bio-medical model or by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band, expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

**[5-8 marks]** Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, or asserted with basic explanation.

**[1-4 marks]** Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

**[0 marks]** No relevant evaluative points.

**6 Outline and assess the view that material factors are responsible for inequalities in health and illness. [60]**

*Expect to see a clear understanding of theories relating to materialist explanations of inequalities in health and illness. There may be a link to Marxist theories. Issues will be discussed such as the impact of poverty on health, the relationship between material factors and behaviour, the link between material deprivation and social class, gender, ethnicity. The impact of private provision; health care inequalities.*

*Expect to see responses using concepts such as material deprivation, morbidity, mortality, inverse care law, health divide, postcode lottery.*

*Expect to see a range of writers referred to. There may be references to studies and/or theorists such as: Townsend, Whitehead, Marmot, Acheson report, Wilkinson, Shaw, Doyal and Pennell, Tudor-Hart.*

**Assessment objective 1: Knowledge and understanding [0-28 marks]**

**[22-28 marks]** Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to the view that material factors are responsible for inequalities in health and illness. In this band, candidates will present a balanced, logical and coherent answer which clearly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**[15-21 marks]** Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to the view that material factors are responsible for inequalities in health and illness. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

**[8-14 marks]** Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to the view that material factors are responsible for inequalities in health and illness. Responses in this band are likely to provide a basic account of the view through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

**[1-7 marks]** Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to the view. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. cultural factors. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(a): Interpretation and analysis [0-16 marks]**

**[13-16 marks]** Selects and organizes relevant material to provide a clear analysis of the view that material factors are responsible for inequalities in health and illness. This may focus on structuralist or Marxist theories. Specific concepts and issues such as poverty, social exclusion, deprivation, material inequalities may be discussed. Responses in this band will clearly address the question.

**[9-12 marks]** Selects and interprets relevant material to provide an appropriate analysis of the view that material factors are responsible for inequalities in health and illness. Responses in this band will either be narrowly focussed on one issue e.g. quality and standard of housing or offer a less developed analysis of a range of issues.

**[5-8 marks]** Selects some relevant material to provide a basic analysis of the view that material factors are responsible for inequalities in health and illness. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

**[1-4 marks]** Refers to, and makes a limited interpretation of at least one point relevant to the view. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(b): Evaluation [0-16 marks]**

**[13-16 marks]** Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues such as the difficulties in measuring morbidity, the greater importance of non-material factors, e.g. cultural factors, the difficulty in separating material and cultural factors etc.

**[9-12 marks]** Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some argument or by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band, expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

**[5-8 marks]** Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, or asserted with basic explanation.

**[1-4 marks]** Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

**[0 marks]** No relevant evaluative points.

**7 Outline and assess the view that popular culture is no longer based on social class. [60]**

*Expect to see a clear understanding of popular culture and theories such as Marxism, Feminism, Postmodernism. Issues will be discussed such as the nature of popular culture, the relationship between popular culture and social class, changes within popular culture, changes within the labour market, the nature of class culture.*

*Expect to see responses using such concepts as popular culture, differentiation, style, resistance, scene, rationalisation, identity, globalisation, meta narratives, subculture with confidence.*

*Expect to see a range of writers referred to: Crook, Strinati, Taylor, Hall, Baudrillard, Harvey, Hebdige.*

**Assessment objective 1: Knowledge and understanding [0-28 marks]**

**[22-28 marks]** Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theory relevant to the view that popular culture is no longer based on social class. In this band, candidates will present a balanced, logical and coherent answer which clearly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**[15-21 marks]** Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to the view that popular culture is no longer based on social class. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

**[8-14 marks]** Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to the view that popular culture is no longer based on social class. Responses in this band are likely to provide a basic account through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

**[1-7 marks]** Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to the view. Material will display some limited balance, coherence and/or logic and will be of marginal relevance. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**[0 marks]** No relevant sociological points.



**Assessment objective 2(a): Interpretation and analysis [0-16 marks]**

**[13-16 marks]** Selects and organises relevant material to provide a clear analysis of the view that popular culture is no longer based on social class. This may focus on the postmodernist view of popular culture. Specific concepts and issues such as popular culture, differentiation, style, resistance, scene, rationalisation, identity, globalisation, meta narratives, subculture may be discussed. Responses in this band will clearly address the question.

**[9-12 marks]** Selects and interprets relevant material to provide an appropriate analysis of the view that that popular culture is no longer based on social class. Responses in this band will either be narrowly focussed on one issue or offer a less developed analysis of a range of issues.

**[5-8 marks]** Selects some relevant material to provide a basic analysis of the view that popular culture is no longer based on social class. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

**[1-4 marks]** Refers to, and makes a limited interpretation of at least one relevant point. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(b): Evaluation [0-16 marks]**

**[13-16 marks]** Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues such as: the difficulties in distinguishing between postmodernity and modernity, the abstract nature of postmodernist explanations, continuities in capitalism, the basis for popular culture in terms of gender and/or ethnicity, conflicting trends in globalisation, the continued significance of social class etc.

**[9-12 marks]** Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some arguments or by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band, expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

**[5-8 marks]** Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, or asserted with basic explanation.

**[1-4 marks]** Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

**[0 marks]** No relevant evaluative points.

**8 Outline and assess sociological explanations of the impact of global culture on the construction of identities. [60]**

*Expect to see a clear understanding of theories such as postmodernism, globalisation, Marxism, feminism. Issues will be discussed such as the nature of identities, the role of the media, the significance of technology, choice and diversity, the importance of global consumerism, the relationship between global culture and localised cultures, sources of identity such as social class and the relationship to globalisation.*

*Expect to see responses using concepts such as global culture, localised culture, hybridity, branding, postculture, choice, style, scene, taste, commodification, fragmented identities, diversity, with confidence.*

*Expect to see a range of writers referred to. There may be references to studies and/or theorists such as: Hall; Held; Woodward; Strinati; Crook; Pakulski and Waters; Bauman; Jenkins; Bradley; Fukuyama; Robins; Harvey.*

**Assessment objective 1: Knowledge and understanding [0-28 marks]**

**[22-28 marks]** Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and/or theory relevant to the impact of global culture on the construction of identities. In this band, candidates will present a balanced, logical and coherent answer which clearly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**[15-21 marks]** Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theories relevant to the impact of global culture in the social construction of identities. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

**[8-14 marks]** Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to the impact of global culture on the construction of identities. Responses in this band are likely to provide a basic account through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

**[1-7 marks]** Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to the impact of global culture in the construction of identities. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. general discussion about identity formation. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(a): Interpretation and analysis [0-16 marks]**

**[13-16 marks]** Selects and organises relevant material to provide a clear analysis of the impact of global culture on the construction of identities. This may focus on Marxist, postmodernist and feminist accounts of personal and social identity. Issues such as the changing nature of identity will be discussed and specific fashions, styles, tastes etc may be referred to. Responses in this band will clearly address the question.

**[9-12 marks]** Selects and interprets relevant material to provide an appropriate analysis of the impact of global culture on the construction of identities. Responses in this band will either be narrowly focussed on one issue e.g. gender identities or offer a less developed analysis of a range of issues.

**[5-8 marks]** Selects some relevant material to provide a basic analysis of the impact of global culture. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

**[1-4 marks]** Refers to, and makes a limited interpretation of at least one point relevant. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(b): Evaluation [0-16 marks]**

**[13-16 marks]** Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues such as the continuing significance of traditional sources of identity e.g. social class, the contrast between modernist and postmodernist views of culture and identity, whether globalisation has been exaggerated as an influence on identities, the importance of resistance to global culture etc.

**[9-12 marks]** Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some argument about the impact of global culture on the social construction of identities or by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band, expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

**[5-8 marks]** Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, or asserted with basic explanation.

**[1-4 marks]** Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

**[0 marks]** No relevant evaluative points.

- 9 Outline and assess the view that changes in welfare provision since 1979 have led to greater social inequalities. [60]**

*There will be a clear understanding of theories relating to welfare provision such as social democratic, feminism, Marxism, new right explanations. Issues will be discussed such as the nature of changes in provision since 1979, the culture of dependency, the shift towards welfare pluralism, the impact of political ideology on welfare provision, the significance of the economic context, the nature of inequality in society etc.*

*Expect to see responses in this band using concepts such as collectivism, individualism, Thatcherism, underclass, selective and universal provision, rights and responsibilities, dependency culture, welfare pluralism, social exclusion etc with confidence.*

*There may be reference to studies and/or theories such as Hutton; Giddens; Townsend; Lister; Offe; Ginsberg; Walker; Blakemore; Barrett; Le Grand; Field.*

**Assessment objective 1: Knowledge and understanding [0-28 marks]**

**[22-28 marks]** Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to the view that changes in welfare provision since 1979 have led to greater social inequalities. In this band, candidates will present a balanced, logical and coherent answer which clearly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**[15-21 marks]** Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to the view that changes in welfare provision since 1979 have led to greater social inequalities. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

**[8-14 marks]** Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to the view. Responses in this band are likely to provide a basic account through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

**[1-7 marks]** Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to the view. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. general explanations of the consequences of welfare provision. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(a): Interpretation and analysis [0-16 marks]**

**[13-16 marks]** Selects and organises relevant material to provide a clear analysis of the view that the changes in welfare provision since 1979 have led to greater social inequalities. This may focus on the a number of theories and issues; e.g. the shifts in policy relating to the provision of welfare, the impact of social, economic and polITICAL change, the significance of ideology, the development of an 'underclass' etc. Responses in this band will clearly address the question.

**[9-12 marks]** Selects and interprets relevant material to provide an appropriate analysis of the view. Responses in this band will either be narrowly focussed on one issue e.g. the culture of an underclass or offer a less developed analysis of a range of issues.

**[5-8 marks]** Selects some relevant material to provide a basic analysis of the view. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

**[1-4 marks]** Refers to, and makes a limited interpretation of at least one point relevant to the view that changes in welfare provision since 1979 have led to greater social inequalities. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(b): Evaluation [0-16 marks]**

**[13-16 marks]** Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the inadequacies of different theoretical positions, the unintended consequences of service delivery, contradictions in changes in welfare provision, the greater significance of other factors upon social inequalities in society e.g. the economy, etc.

**[9-12 marks]** Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some argument about the view or by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band, expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

**[5-8 marks]** Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, or asserted with basic explanation.

**[1-4 marks]** Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

**[0 marks]** No relevant evaluative points.

**10 Outline and assess the view that the welfare state is patriarchal.****[60]**

*Expect to see a clear understanding of the concept of patriarchy and theories such as feminism, social democratic, new right, 'third way'. Issues will be discussed such as the development of the welfare state to address issues relevant to women, the function of welfare in discipline and social control, welfare policies relating to social security, child care, community care, patterns of welfare sector employment.*

*Expect to see concepts such as patriarchy, ideology, role, horizontal and vertical segregation, community care, discipline, social control, stereotyping with confidence.*

*There may be references to studies and/or theories such as Oakley; Land; Barrett; Hart; Walby; Williams; McIntosh; Coote; Wilson; Bryson.*

**Assessment objective 1: Knowledge and understanding [0-28 marks]**

**[22-28 marks]** Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to the view that the welfare state is patriarchal. In this band, candidates will present a balanced, logical and coherent answer which clearly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**[15-21 marks]** Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to the view that the welfare state is patriarchal. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

**[8-14 marks]** Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to the view that the welfare state is patriarchal. Responses in this band are likely to provide a basic account of the view that the welfare state is patriarchal through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

**[1-7 marks]** Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to the view that the welfare state is patriarchal. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. history of the welfare state. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(a): Interpretation and analysis [0-16 marks]**

**[13-16 marks]** Selects and organises a range of relevant material to provide a clear analysis of the view that the welfare state is patriarchal. Responses in this band will clearly address the question.

**[9-12 marks]** Selects and interprets relevant material to provide an appropriate analysis of the view that the welfare state is patriarchal. Responses in this band will either be narrowly focussed on one issue e.g. welfare benefits or offer a less developed analysis of a range of issues.

**[5-8 marks]** Selects some relevant material to provide a basic analysis of the view that the welfare state is patriarchal. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

**[1-4 marks]** Refers to, and makes a limited interpretation of at least one point relevant to the view that the welfare state is patriarchal. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(b): Evaluation [0-16 marks]**

**[13-16 marks]** Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning whether the welfare state is controlling women, problems with using the concept of patriarchy, the inadequacy of feminist explanations, the greater importance of other divisions; e.g. social class; the contradictory nature of welfare policies and provisions etc.

**[9-12 marks]** Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some argument about the view that the welfare state is patriarchal, or by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band, expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

**[5-8 marks]** Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, asserted with basic explanation.

**[1-4 marks]** Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

**[0 marks]** No relevant evaluative points.

**11 Outline and assess the view that some new social movements express a search for identity. [60]**

*Expect to see a clear understanding of theories such as Marxism, feminism, postmodernism, post-structuralism. Issues will be discussed such as theories of new social movements, the nature of identity and how this relates to new social movements, the decline of social class as a source of identity, the relationship between political ideology and new social movements. There may be a focus on particular new social movements e.g. environmental movements.*

*Expect to see responses using concepts such as old social movements, identities, risk, reflexivity globalization, ideology, direct action, pressure groups, bundle, branding, with confidence.*

*Expect to see a range of writers referred to. There may be references to studies and/or theorists such as Touraine; Marcuse; Scott; Hallsworth; Giddens; Klein; Inglehart; Melucci; Beck; Hall; Habermas.*

**Assessment objective 1: Knowledge and understanding [0-28 marks]**

**[22-28 marks]** Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to the view. In this band, candidates will present a balanced, logical and coherent answer which clearly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**[15-21 marks]** Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant the view. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

**[8-14 marks]** Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to the view. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

**[1-7 marks]** Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to the view. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. general discussions about new social movements. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**[0 marks]** No relevant sociological points.



**Assessment objective 2(a): Interpretation and analysis [0-16 marks]**

**[13-16 marks]** Selects and organises relevant material to provide a clear analysis of the view that the growth of new social movements reflects a search for identity. This may focus on different theories of identity, the relationship between identity and gender, ethnicity, social class etc, the impact of globalization. There may be a focus on particular new social movements e.g. animal rights, environmental issues. Specific concepts and issues such as identities, ideology, direct action, risk, globalization, pressure groups, old social movements, branding may be discussed. Responses in this band will clearly address the question.

**[9-12 marks]** Selects and interprets relevant material to provide an appropriate analysis of the view that the growth of new social movements reflects a search for identity. Responses in this band will either be narrowly focussed on one issue e.g. global identity, or offer a less developed analysis of a range of issues.

**[5-8 marks]** Selects some relevant material to provide a basic analysis. of the view. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

**[1-4 marks]** Refers to, and makes a limited interpretation of at least one point relevant to the view. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(b): Evaluation [0-16 marks]**

**[13-16 marks]** Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning whether new social movements reflect a search for identity or have developed for other reasons e.g. the failure of old social movements, the difficulty of establishing fundamental differences between old social movements, pressure groups and new social movements, the continuing relevance of other sources of identity e.g. ethnicity, social class, the adequacies of particular theories, the importance of political and/or economic interests for some new social movements e.g. feminism, etc.

**[9-12 marks]** Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some argument or by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band, expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

**[5-8 marks]** Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, or asserted with basic explanation.

**[1-4 marks]** Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

**[0 marks]** No relevant evaluative points.

**12 Outline and assess sociological explanations of the relationship between powerlessness and direct political action. [60]**

*Expect to see a clear understanding of theories such as feminism, Marxism, postmodernism. Issues will be discussed such as the nature of powerlessness and which groups have a lack of power in society, the meaning of direct political action e.g. demonstrations, strikes etc, the nature of issue-based and identity politics, the alleged decline of political action based on social class, the decline in support for mainstream political parties.*

*Expect to see responses using concepts such as direct action, identity, globalization, social exclusion, powerlessness, marginalization, alienation, reflexivity, global branding, with confidence.*

*Expect to see a range of writers referred to. There may be references to studies and/or theorists such as: Hallsworth; Hall; Beck; Klein; Gorz; Marcuse; Habermas; Touraine; Scott; Hyman; Beynon; Melucci.*

**Assessment objective 1: Knowledge and understanding [0-28 marks]**

**[22-28 marks]** Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theory relevant to sociological explanations of the relationship between direct political action and powerlessness. In this band, candidates will present a balanced, logical and coherent answer which clearly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**[15-21 marks]** Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theories relevant to sociological explanations of the relationship between direct political action and powerlessness. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

**[8-14 marks]** Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to sociological explanations of the relationship between direct political action and powerlessness. Responses in this band are likely to provide a basic account of explanations. through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

**[1-7 marks]** Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to sociological explanations of the relationship between direct political action and powerlessness. Material will display some limited balance, coherence and/or logic and will be of marginal relevance e.g. political action in general. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(a): Interpretation and analysis [0-16 marks]**

**[13-16 marks]** Selects and organises relevant material to provide a clear analysis of sociological explanations of the relationship between direct political action and powerlessness. Responses in this band will clearly address the question.

**[9-12 marks]** Selects and interprets relevant material to provide an appropriate analysis of selected aspects of the relationship between powerlessness and political action. Responses in this band will either be narrowly focussed on one issue e.g. direct action or offer a less developed analysis of a range of issues.

**[5-8 marks]** Selects some relevant material to provide a basic analysis of the explanations. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

**[1-4 marks]** Refers to, and makes a limited interpretation of at least one relevant point. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(b): Evaluation [0-16 marks]**

**[13-16 marks]** Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning whether direct action is linked to powerlessness, whether other types of political action are still significant, whether new social movements express a search for identity rather than a concern with powerlessness, the adequacies of theories related to direct action; the difficulties in operationalising the concept of powerlessness.

**[9-12 marks]** Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some argument or by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band, expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

**[5-8 marks]** Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, or asserted with basic explanation.

**[1-4 marks]** Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

**[0 marks]** No relevant evaluative points.

## 2537 Applied Sociological Research Skills

- (a) Using only **ITEM A**, identify **two** strengths of the sample used by the General Household Survey. [6]

AO2

Interpretation and Analysis

[0-6 marks]

*Reward answers which refer to any two of:*

- Large sample; 16 560 addresses
- Random sample; unbiased
- Sample stratified; increase representativeness based on postcode sectors.
- Covers whole of the UK
- Any other reasonable response
- All ages.

- 4-6** The candidate shows the ability to select and analyse **two** strengths of the sample used by the General Household Survey. At the top of this level both strengths will be clearly selected and explained. Reference is likely to be made to the concept of representativeness.

At the bottom of this level two strengths will be accurately selected but not explained or one strength will be accurately selected and explained and the other will be less clear.

- 1-3** The candidate displays some ability to select and analyse **two** strengths of the sample used by the General Household Survey

At the top of this level, the candidate will display some ability to select and analyse one/two strengths of the sample used by the General Household Survey. Responses will either offer one strength with an explanation or two strengths and one will be partial.

At the bottom of this band answers will be limited. Only one strength may be offered with a partial explanation or two strengths identified in a partial way, that is they are likely to be confused or expressed in an unclear manner.

- 0** No relevant sociological points (NRSP).

*NB: Candidates who introduce reasons from outside the item should **not** be rewarded for this material.*

- (b) Identify and explain one strength and one weakness of using structured interviews when asking respondents about whether they have taken government advice to eat five portions of fruit or vegetables a day. [8]

*Strengths*

- *Reliable data; easily comparable/consistent*
- *Clear defined measures*
- *Ability of interviewer to explain questions/answers*
- *Higher response rate than questionnaires*
- *Any other reasonable response*

*Weaknesses*

- *Socially desirable responses; invalid data*
- *Interviewer bias*
- *Interviewer effect*
- *Pre-determined answers, not allowing respondent explanation/elaboration*
- *Researcher controlled data*
- *Any other reasonable response*

**AO1**

**Knowledge and Understanding**

**[0-8 marks]**

**7-8** The candidate shows wide-ranging and detailed knowledge and understanding of one strength and one weakness using structured interviews. The candidate presents material so that it addresses the context of whether respondents have taken government advice to eat 5 portions of fruit or vegetables a day. Responses will accurately address relevant key concepts. There will be few if any errors or grammar, punctuation or spelling.

**5-6** The candidate displays knowledge and understanding of one strength and one weakness of using structured interviews to investigate whether respondents have taken government advice to eat 5 portions of fruit or vegetables a day; one may be explained more clearly than the other. The candidate presents material so that it addresses the context.

There may be occasional errors of grammar, punctuation or spelling

**3-4** The candidate displays basic knowledge and understanding of one strength and one weakness of using official statistics to investigate whether respondents have taken government advice to eat 5 portions of fruit or vegetables a day. Candidates who present only one advantage should not be rewarded above this level.

**1-2** The candidate will display limited knowledge and understanding of one strength and one weakness of using structured interviews to investigate whether respondents have taken government advice to eat 5 portions of fruit or vegetables a day. The response is likely to be of only marginal relevance of whether respondents have taken government advice to eat 5 portions of fruit or vegetables a day.

Errors of grammar, punctuation and spelling may be noticeable and distracting.

**(c) Summarise the findings of the research in ITEM A.****[10]**

Candidates may include the following:

From the text;

- *Heavy drinking was more common among young people:*
- *Heavy drinking more common amongst men*
- *The recent upward trend in heavy drinking among young women may have peaked.*

From the table:

- *Men drink more than women in all ethnic groups*
- *Ethnic minority groups all drink less than average*
- *Black groups drink approx. half of white groups*
- *Extremely low rates of drinking amongst Pakistani/Bangladeshi groups; less than a tenth of white groups for males; no drinking amongst women in these groups.*
- *Indian groups just over a third of white groups*
- *Mixed race similar to white groups; differences slight*
- *As many points with accurate statistical support as possible.*

*Expect to see terms such as high, low, greatest, smallest, least, in comparison, similarities, differences, patterns, trends and so on.*

*Comments relating to proportion should be credited; 'double', 'treble'; 'half of'; 'a third of' etc*

*Points should be supported by accurate references to the textual material and the statistical data.*

**AO2 (a)****Interpretation and Analysis****[0-10 marks]**

- 8-10** The candidate clearly shows the ability to select from and analyse a wide range of data from the research findings in Item A. Candidates should support their answers with reference to accurate material from the text and statistics from the table.
- 6-7** The candidate will show the ability to select from and analyse a range of the findings identified in Item A. Responses will be partially supported by reference to accurate material and statistics.
- 4-5** The candidate shows basic ability to select and analyse a range of the findings identified in Item A. These answers are likely to be list-like. Answers may describe the data rather than analysing it. Some answers may focus on one type of data but in a detailed way. Candidates who consistently make assumptions about the data should be placed in this level.
- 1-3** The candidate displays limited ability to select and summarise some of the findings identified in Item A. Such candidates will probably only identify one/two pieces of data. Candidates who use most data inaccurately will be placed in this band.
- 0** No relevant sociological points (NRSP).

- (d) With reference to **ITEM B**, outline and explain the research process that you would adopt in collecting quantitative data to find out about young women's patterns of exercise. [14]

Candidates are likely to focus on:

## 1 The research process

- Background research
- Aims/research question
- Target population/sampling frame/sampling technique/sample size
- Theoretical considerations
- Pilot study
- Access
- Operationalisation of concepts (young women; patterns of exercise; regular exercise)
- Method/s of collecting quantitative data (structured interviews; questionnaires using close ended questions; observations specifically designed to collect quantitative data, although this alone would not access vast questions and quantitative data.)
- Ethical concerns
- Relevant key research concept; validity, reliability, representativeness, generalisation.

## 2 The research context

- Young women
- Patterns of exercise
- Regular exercise

## AO1 Knowledge and Understanding [0-6 marks]

- 4-6** The candidate will show a wide ranging and detailed knowledge and understanding of the research process.

Candidates at the top of this level will contextualise their response. At the bottom of this level the candidate will show some knowledge and understanding of the research process. This may be undeveloped.

The candidate will present material in a way that directly answers the question. There will be few if any errors of grammar, punctuation or spelling.

- 1-3** The candidate will display basic knowledge and understanding of selected elements of the research process.

Candidates may use inappropriate methods such as unstructured interviews or participant observation

At the top of this level, the candidate will present material in a way that at least partly addresses the question.

At the bottom of this level the research responses will be limited. The research is likely to be ignored and the response is likely to focus on only one element of the process.

- 0** No relevant sociological points (NRSP).

**AO2****[0-8 marks]**

- 7-8** The candidate will show the ability to explain and justify their choice of the research process. At the top of this level candidates will usually make clear links between theory/ies and the research design. Responses are likely to address issues of reliability, validity, representativeness and/or generalisability accurately.
- 5-6** The candidate will show some ability to explain their choice of research process and justify some elements of that process. Candidates are likely to focus on the strengths/advantages of the research method rather than on the wider research process. The key research concepts and/or theory may be addressed in an undeveloped way.
- 3-4** The candidate will show basic ability to explain some elements of the research process. Some candidates may focus only on the methods. Responses which address issues of reliability, validity, representativeness and/or generalisability in a partial and/or confused way are likely to be in this level.
- 1-2** The candidate will display limited ability to explain one or two aspects of the research process/method. There may be a weak description of one/two key research concepts. Candidates may use inappropriate methods such as unstructured interviews, participant observation or the use of open ended questions
- 0** No relevant sociological points (NRSP).



- (e) **Assess the potential weaknesses of your research proposal, briefly explaining how you intend to overcome them.** [22]

**AO1 Knowledge and Understanding [0-14 marks]**

**11-14** The candidate will show a wide ranging and detailed knowledge and understanding of the potential weaknesses of the research process. Responses will use relevant key research concepts accurately.

The means of overcoming weaknesses will be clearly stated in a way that addresses the research context.

At the top of this level candidates will accurately address theoretical issues in relation to the context and the research process. There will be few if any errors of grammar, punctuation or spelling.

**8-10** The candidate will display a wide range or detailed knowledge and understanding of the potential weaknesses of the research process. Some appropriate means of overcoming these weaknesses should be suggested though there may be a tendency to identify weaknesses rather than come up with solutions.

At the top of this level candidates will address the research context. There may be occasional errors of grammar, punctuation or spelling.

**5-7** The candidate will demonstrate basic knowledge and understanding of the potential weaknesses of the research process. Responses may focus on the method/s rather than the whole research process. Some basic solutions may be offered. The response is likely to only partially address the research context.

**1-4** The candidate will display limited knowledge and understanding of at least one potential weakness associated with the method or process. There is likely to be minimal reference to solutions. The response may not be related to the context of the research. Errors of grammar, punctuation or spelling may be noticeable and intrusive.

**0** No relevant sociological points (NRSP).

|

AO2(b)	Evaluation	[0-8 marks]
<b>7-8</b>	The candidate will show the ability to evaluate the research and offer a range of sociological solutions to the weaknesses identified. These will clearly address the research context. Relevant key research concepts, such as reliability or validity, will be explicitly and accurately addressed.	
<b>5-6</b>	The candidate will show the ability to evaluate some aspects of the research process and suggest some sociological solutions to the weaknesses identified, though these may not be fully explored. Relevant key research concepts such as reliability, validity, representativeness, generalisability and ethics will be addressed though it may be implicit.	
<b>3-4</b>	The candidate will show the ability to make a basic evaluation of their research process. Some responses may focus on the method/s. Relevant key research concepts such as reliability, validity, representativeness, generalisability and ethics may only be addressed implicitly. Solutions will be basic.	
<b>1-2</b>	The candidate will show limited understanding of at least one issue with regard to the research process/method/s. If offered solutions are likely to be common sense.	
<b>0</b>	No relevant sociological points (NRSP).	

## 2539 Social Inequality and Difference

### Question 1

- (a) Using Item A, identify the two ethnic groups showing the greatest increase in average hourly earnings from 2000 to 2004. (6 marks)

Award one mark for the identification of each ethnic group showing the greatest increase in average hourly earnings and up to 2 marks for the use of evidence (£) from Item A to support each. Each ethnic group is worth a maximum of 3 marks.

The two ethnic groups are:

- Indian, with an increase of £1.84, or quoting the figures accurately without doing the arithmetic;
- Pakistani, with an increase of £1.31 or quoting the figures accurately without doing the arithmetic.

### AO2 (a): Interpretation and Analysis

#### 4-6 marks

Shows the ability to select and analyse data referring to an increase in hourly rates of pay from Item A. The data will be taken from Item A, and there will be the use of evidence to support both ethnic groups.

#### 1-3 marks

Shows some ability to select and analyse data referring to an increase in hourly rates of pay from item A. The data will be taken from Item A, and there is likely to be some use of evidence to support them.

#### 0 marks

No relevant sociological points.

- (b) Using Item B, identify two reasons why parents may encourage their children 'to get an education'. (6 marks)

Award three marks for the identification of a reason why parents may encourage their children 'to get an education'.

The reasons are:

- for personal achievement, especially the girls;
- enhanced job opportunities;
- a better life;
- status in the community;
- marriage.

### **AO2 (a): Interpretation and Analysis**

#### **4-6 marks**

Shows the ability to select and analyse two reasons why parents may encourage their children to get an education. The two ways will be taken from Item B, and there will be the use of evidence to support both.

#### **1-3 marks**

Shows some ability to select and analyse two reasons why parents may encourage their children to get an education. The ways will be taken from Item B, and there is likely to be some use of evidence used in support.

#### **0 marks**

No relevant sociological points.

- (c) Briefly explain one advantage and one disadvantage of using official statistics when researching trends in hourly rates of pay for young workers. (12 marks)

**AO2 (a): Interpretation and Analysis**

Indicative content (other valid points may be offered, if in doubt check with your TL).

The advantages include:

- reliability;
- ease of access, if data exists;
- availability of data over time;
- cheap;
- relatively quick
- Other relevant response

The disadvantages include:

- low validity;
- changing patterns of recording data over time;
- operationalisation of 'young workers' statistics may not exist;
- some workers not paid an hourly wage;
- cash in hand, lack of records
- other relevant response

**AO2 (a): Interpretation and Analysis**

**10-12 marks**

Selects and organises relevant material to provide a clear account of one advantage and one disadvantage of using official statistics when researching trends in hourly rates of pay for young workers. In this band the difficulties selected will be clearly relevant to research on *trends in hourly rates of pay for young workers*.

**7-9 marks**

Selects relevant material to provide an analysis of one advantage and one disadvantage of using official statistics when researching trends in hourly rates of pay for young workers. In this band the points selected are likely to be generalised and not related directly to trends in hourly rates of pay for young workers. Responses in this band may be unbalanced or there may be a list of a number of three or four difficulties left undeveloped.

**4-6 marks**

Selects some relevant material to provide some analysis of one advantage and one disadvantage of using official statistics when researching trends in hourly rates of pay for young workers. Responses in this band may select and analyse one issue and relate it to the research context, doing this well to be placed at the top of the band. Alternatively responses will be partial or confused although demonstrating some analysis of methodological concerns.

**1-3 marks**

A limited interpretation of material relevant to methodological difficulties when using official statistics when researching trends in hourly rates of pay for young workers. There is likely to be inaccuracy or very brief answers.

**0 marks**

No relevant sociological points.

- (d) **Using your wider sociological knowledge, outline the evidence that racism exists in the contemporary UK. (22 marks)**

Indicative content (other valid points may be offered).

Knowledge may be drawn from any part of the specification in order to illustrate evidence that racism still exists in the contemporary UK. The most likely topics/issues to appear are workplace, income, crime, education, health, media and welfare. An array of concepts are likely to appear, such as; prejudice, discrimination, status, institutional racism, ethnic penalty, reserve army of labour, dual labour markets, social exclusion, ethnocentricity, unemployment, marginalisation, welfare dependency, underclass, assimilation, separatism, multiculturalism, Islamophobia, resistance. The crucial issue to emphasise is the range and depth of evidence which illustrates that racism exists in the contemporary UK. Evidence from CRE, Low Pay Unit, Brown and Gay, PSI, Modood, Solomos and Back, Gilroy, Gilbourn and Wright.

### **AO1: Knowledge and Understanding**

#### **18-22 marks**

Responses will show a wide ranging and detailed knowledge and understanding of evidence related to racism exists in the contemporary UK. Answers in this band will contain a range sociological concepts, evidence and/or theories covered in detail. There will be a clear emphasis on a range of issue/topics at the top of this band. The candidate will present material in a logical and coherent manner, and in a way which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

#### **12-17 marks**

Responses will show a wide ranging or detailed knowledge and understanding of concepts, evidence and/or theories related racism in the contemporary UK. Answers in this band will be more partial than in the band above and will either have either depth or breadth to them, dealing with a limited range of issues in depth or a broad range of issues with a lack of evidence. The candidate will present material in a logical and coherent manner, and in a way which addresses the question. There will be occasional errors of grammar, punctuation and spelling.

#### **6-11 marks**

Responses will show a basic range of knowledge and understanding of concepts, evidence and/or theories related to racism in the contemporary UK. Answers will contain some knowledge of relevant sociological evidence although some of this will be imprecise and lacking in quality and/or quantity. The candidate will present material which has some elements of balance, coherence and/or logic and in a way which partially addresses the question. There will be some errors of grammar, punctuation and spelling.

#### **1-5 marks**

Responses will show limited knowledge and understanding of at least one aspect of relevant concepts, evidence or theories relating to racism in the contemporary UK. Material used will be sparse and vague or of marginal relevance to the question. Errors of spelling, punctuation and grammar may be noticeable and intrusive.

#### **0 marks**

No relevant sociological knowledge or understanding.

- (e) **Outline and evaluate sociological explanations of ethnic disadvantage in the contemporary UK.** (44 marks)

**Assessment Objective 1: Knowledge and Understanding** (20 marks)

Indicative Content (other valid points may be offered).

Expect to see references to a range of theoretical evidence related to sociological explanations of ethnic disadvantage in the top band. There should be cultural and structural approaches considered, as well as explanations which question whether ethnic disadvantage still persists. Theories such as: Marxism and Neo-Marxism, Weberianism, immigrant host models, new right and post modernism should appear. Concepts such as legitimation, divide and rule, social closure, assimilation, separatism, reserve army, marginalisation, social exclusion multiple deprivation, racialised class fractions may appear. Expect to see theory and empirical evidence in top band answers looking at writers such as Modood, Miles, Rex and Tomlinson, Patterson, Trevor Phillips, and Murray. Candidates should be rewarded for discussing white disadvantage too.

**16-20 marks**

Responses will show a wide ranging and detailed knowledge and understanding of evidence related to sociological explanations of ethnic disadvantage in the contemporary UK. Answers in this band will contain a range of sociological concepts, evidence and theories covered in detail. There will be a clear discussion of different theoretical approaches and writers in this band. The candidate will present material in a logical and coherent manner, and in a way which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**11-15 marks**

Responses will show a wide ranging or detailed knowledge and understanding of concepts, evidence and/or theories related to sociological explanations of ethnic disadvantage in the contemporary UK. Answers in this band will contain an awareness that sociologists disagree about the explanations of ethnic disadvantage, but may not have made the theoretical distinctions clearly. Answers will have depth or breadth to them, dealing with a narrow range of points in some depth, such as the extent of social exclusion in the UK, or with a broader range of ideas without clear evidence. The candidate will present material in a logical and coherent manner, and in a way which addresses the question. There will be occasional errors of grammar, punctuation and spelling.

**6-10 marks**

Responses will show a basic range of knowledge and understanding of concepts, evidence and/or theories related to sociological explanations of ethnic disadvantage in the contemporary UK. Answers in this band are likely to be generalised accounts of ethnicity and disadvantage showing no understanding of theoretical distinctions. Answers will contain some knowledge of ethnic deprivation although some of this will be imprecise and lacking in quality and/or quantity. The candidate will present material which has some elements of balance, coherence and/or logic and in a way which partially addresses the question. There will be some errors of grammar, punctuation and spelling.

**1-5 marks**

Responses will show limited knowledge and understanding of at least one aspect of relevant concepts, evidence or theories relating to sociological explanations of ethnic disadvantage in the contemporary UK. Material used will be sparse and vague or of marginal relevance to the question. Errors of spelling, punctuation and grammar may be noticeable and intrusive.

**0 marks** No relevant sociological knowledge or understanding.

**Assessment Objective 2(b): Evaluation****(24 marks)**

NB. We are rewarding evaluation of this sociological view but also evaluative style. The following points of evaluation may be developed, but candidates may reach top band by developing other points through a sustained evaluative approach.

Some points of possible evaluation.

Sociologists disagree in their explanations of ethnic disadvantage and this is likely to provide the opportunity for clear evaluative skills. They disagree about the existence, extent and cause/s of it. Top band responses are likely to discuss the possibility that ethnic disadvantage is no longer a social concern in the post modern world. The Marxist primarily economic case may be compared with the Weberian status arguments or with the new right and cultural explanations. There may be a discussion regarding the use of 'ethnic disadvantage' as a generic term in the contemporary UK. Juxtaposed answers will offer the different views but do little with them in terms of matching them against ideas which differ. Sustained and specific evaluative points of different theories will be present in top band answers.

**18-24 marks**

Responses show the ability to make balanced evaluation of specific sociological concepts, theories and evidence focussed on sociological explanations of ethnic disadvantage in the contemporary UK. Answers in this band will show reasoned and coherent arguments sustaining relevance and engaging with the question throughout. To be placed at the top of this band precise evaluative points should be developed in relation to theoretical and/or conceptual and/or empirical disagreement.

**12-17 marks**

Responses show a balanced evaluation of some of the concepts, theories and/or evidence focussed on sociological explanations of ethnic disadvantage in the contemporary UK. Answers in this band may list evaluative points which mean sustained evaluation is missing, doing this well to be placed at the top of this band. Other responses in this band may be unbalanced where a couple of evaluative points are developed but others neglected. At the top of this band there will be an awareness of the debate within or between different theoretical positions but this will be undeveloped.

**6-11 marks**

Responses show a basic evaluation of some of the concepts, theories and/or evidence focussed on sociological explanations of ethnic disadvantage in the contemporary UK. Answers in this band may be characterised by juxtaposition. Other responses may raise critical points but leave them unexplained, e.g. that the Marxists have a different explanation than the Weberians. Answers at the bottom of this band will show a more than simple understanding of evaluative points.

**1-5 marks**

Responses will show a simple and limited appreciation of at least one point of evaluation focussed on sociological explanations of ethnic disadvantage in the contemporary UK. This may be based on common-sense or anecdotal assertion.

**0 marks**

No relevant evaluative points.



**Question 2**

- (a) Using Item A, identify two trends in the appointment of directors between 2001 and 2007. (6 marks)

Any trend is acceptable and needs to be accompanied by reference to the data in Item A. The main trends are:

- increase and/or fluctuation in the number of new female appointments (with appropriate numerical support);
- increase and/or fluctuation in the number of new male appointments (with appropriate numerical support);
- increase and/or fluctuation in the female % of new appointments.

Award one mark for the identification of the trend and up to two marks for the accurate use of data in Item A.

**AO2(a): Interpretation and Analysis****4-6 marks**

Shows the ability to select and analyse data from Item A. The data will be taken from Item A, and there will be the use of evidence to support responses.

**1-3 marks**

Shows some ability to select and analyse data from Item A. The data will be taken from Item A, and there is likely to be some use of evidence to support the response.

**0 marks**

No relevant sociological points.

- (b) Using item B, identify two disadvantages women face in the contemporary UK.  
(6 marks)

Award three marks for the identification of a disadvantage.

The disadvantages are:

- pay inequalities;
- bonuses;
- performance related pay;
- pension schemes;
- social constraints/being a carer
- other relevant response

**AO2 (a): Interpretation and Analysis**

**4-6 marks**

Shows the ability to select and analyse two disadvantages women face. Both will be taken from Item B, and there will be the use of evidence to support both.

**1-3 marks**

Shows some ability to select and analyse two ways disadvantages women face. The disadvantage/s will be taken from Item B, and there is likely to be some use of evidence in support.

**0 marks**

No relevant sociological points.

- (c) Briefly explain one advantage and one disadvantage of using unstructured interviews with women when researching women's career progression. (12 marks)

Indicative content (other valid points may be offered, if in doubt check with your TL).

Advantages include:

- validity;
- qualitative data;
- opportunity to build a rapport;
- ability to focus on specific cases;
- ability to focus on progression;
- other relevant response.

Disadvantages include:

- lack of quantifiable data;
- access; time, cost;
- selection of sample;
- small sample and lack of representativeness;
- lack of reliable data;
- interviewer bias;
- other relevant response.

### **AO2 (a): Interpretation and Analysis**

#### **10-12 marks**

Selects and organises relevant material to provide a clear account of one advantage and one disadvantage of using unstructured interviews to research women's career progression. In this band the issues selected will be clearly relevant to research on women's career progression.

#### **7-9 marks**

Selects relevant material to provide an analysis of one advantage and one disadvantage of using unstructured interviews to research women's career progression. In this band the points selected are likely to be generalised and not related directly to research on women's career progression. Responses in this band may be unbalanced or there may be a list of three or four issues left undeveloped.

#### **4-6 marks**

Selects some relevant material to provide some analysis the advantages and/or disadvantages of using unstructured interviews to research women's career progression. Responses in this band may select and analyse one point and relate it to the context, doing this well to be placed at the top of the band. Alternatively responses will be partial or confused although demonstrating some analysis of methodological concerns.

#### **1-3 marks**

A limited interpretation of material relevant to advantages/disadvantages of using unstructured interviews to research women's career progression. There is likely to be inaccuracy or very brief answers.

#### **0 marks**

No relevant sociological points.

- (d) **Using your wider sociological knowledge, outline the evidence showing that men are disadvantaged in the contemporary UK. (22 marks)**

Indicative content (other valid points may be offered).

Knowledge may be drawn from any part of the specification in order to illustrate the evidence that men are disadvantaged in the contemporary UK. Topics such as education, crime, health, media, family and workplace are likely to appear. An array of concepts are likely to appear, such as; crisis of masculinity, labelling, self fulfilling prophecy, status, criminalisation, life expectancy, ill health, exclusion, hours worked, positive discrimination, marginalisation, relative deprivation, prisons, divorce, child custody, childcare, breadwinners. Studies may be used from across the specification and may focus on material and/or social disadvantages. The crucial issue to bring out is that men do face inequalities in the areas conventionally thought of as disadvantaging only women. Candidates should be rewarded for evidence and discussion showing that some males are more likely to face disadvantages than others. Evidence should be used from across the options they have studied

### **AO1: Knowledge and Understanding**

#### **18-22 marks**

Responses will show a wide ranging and detailed knowledge and understanding of evidence related to men being disadvantaged in the contemporary UK. Answers in this band will contain a range of sociological concepts, evidence and/or theories covered in detail. There will be a clear emphasis on contemporary material at the top of this band. The candidate will present material in a logical and coherent manner, and in a way which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

#### **12-17 marks**

Responses will show a wide ranging or detailed knowledge and understanding of concepts, evidence and/or theories related to men being disadvantaged in the contemporary UK. Answers in this band will be more partial than in the band above and will have either depth or breadth to them, dealing with a limited range of disadvantages in depth or a broad range of disadvantages with a lack of evidence. The candidate will present material in a logical and coherent manner, and in a way which addresses the question. There will be occasional errors of grammar, punctuation and spelling.

#### **6-11 marks**

Responses will show a basic range of knowledge and understanding of concepts, evidence and/or theories related to men being disadvantaged in the contemporary UK. Answers in this band are likely to be generalised accounts of men and disadvantages faced. Answers will contain some knowledge of relevant sociological evidence although some of this will be imprecise and lacking in quality and/or quantity. The candidate will present material which has some elements of balance, coherence and/or logic and in a way which partially addresses the question. There will be some errors of grammar, punctuation and spelling.

#### **1-5 marks**

Responses will show limited knowledge and understanding of at least one aspect of relevant concepts, evidence or theories relating to men and disadvantages in the contemporary UK. Material used will be sparse and vague or of marginal relevance to the question. Errors of spelling, punctuation and grammar may be noticeable and intrusive.

**0 marks** No relevant sociological knowledge or understanding.

- (e) **Outline and evaluate feminist explanations of gender inequality in the contemporary UK.** (44 marks)

**AO1: Knowledge and Understanding**

**(20 marks)**

Indicative content (other valid points may be offered).

Expect to see references to a range of different feminist theories and concepts covered in some depth/breadth in the top band. The main emphasis of top band answers should be on the range of feminist explanations offered for gender inequality, which is likely to include groups such as; liberal, Marxist, radical, black and post-feminism. Concepts such as; patriarchy, dual burden, triple shift, dual and triple systems, glass ceiling, socialisation, essentialism, are likely to appear. In the top band, the theoretical knowledge should distinguish between different feminist groups, showing some understanding of the reasons for/roots of the differences. Expect to see writers such as Walby, Benston, Delphy, Firestone, Wolfe and Walters. Candidate responses may be based around any issues of gender inequality in the contemporary UK; these are likely to reflect the different topics candidates have studied. Workplace, home, media and education are the most likely to be used.

**16-20 marks**

Responses will show a wide ranging and detailed knowledge and understanding of evidence related to feminist explanations of gender inequality in the contemporary UK. Answers in this band will contain a range of sociological concepts, evidence and theories covered in detail. There will be a clear discussion of different theories in this band. The candidate will present material in a logical and coherent manner, and in a way which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**11-15 marks**

Responses will show a wide ranging or detailed knowledge and understanding of concepts, evidence and/or theories related to feminist explanations of gender inequality in the contemporary UK. Answers in this band will contain an awareness of the range of feminist explanations/concepts of gender inequality but will not cover these in depth. Answers will have either depth or breadth to them, dealing with a narrow range of points in some depth, such as patriarchy, or with a broader range of ideas without clear evidence. The candidate will present material in a logical and coherent manner, and in a way which addresses the question. There will be occasional errors of grammar, punctuation and spelling.

**6-10 marks**

Responses will show a basic range of knowledge and understanding of concepts, evidence and/or theories related to feminist explanations of gender inequality in the contemporary UK. Answers in this band are likely to be generalised accounts of theories or descriptions of gender inequality with little focus on the sociological explanations. Responses which do not reflect divisions within feminism may be placed at the top of this band. Answers will contain some knowledge although some of this will be imprecise and lacking in quality and/or quantity. The candidate will present material which has some elements of balance, coherence and/or logic and in a way which partially addresses the question. There will be some errors of grammar, punctuation and spelling.

**1-5 marks**

Responses will show limited knowledge and understanding of at least one aspect of relevant concepts, evidence or theories relating to feminist explanations of gender inequality in the contemporary UK. Material used will be sparse and vague or of marginal relevance to the question. Errors of spelling, punctuation and grammar may be noticeable and intrusive.

**0 marks**

No relevant sociological knowledge or understanding.

**Assessment Objective 2(b): Evaluation****(24 marks)**

NB. We are rewarding evaluation of this sociological view but also evaluative style. The following points of evaluation may be developed, but candidates may reach top band by developing other points through a sustained evaluative approach.

Some points of possible evaluation

Feminists disagree in their explanations for gender inequality and this is likely to provide the opportunity for clear evaluative skills. There is a clear argument between the Liberal, Marxist and Radical feminist approaches to explaining gender inequality. The debate between at least two of these groups (or post feminist/black feminist) is likely to feature in responses in L3 and L4. There are also divisions within some of these groups, especially Radical feminism and their position on the nature/nurture debate and types of solutions offered. Some responses may use other theories to explain gender inequality as a form of evaluation; functionalism and Weberianism. Juxtaposed answers will offer any combination of the theories mentioned above-showing an awareness that they do differ although they will fail to develop the points of disagreement.

**18-24 marks**

Responses show the ability to make balanced evaluation of specific sociological concepts, theories and evidence focussed on feminist explanations of gender inequality. Answers in this band will show reasoned and coherent arguments sustaining relevance and engaging with the question throughout. Answers in this band will focus on theoretical distinctions between different groups in some depth. To be placed at the top of this band precise evaluative points should be developed in relation to theoretical and/or conceptual and/or empirical disagreement.

**12-17 marks**

Responses show a balanced evaluation of some of the concepts, theories and/or evidence focussed on feminist explanations of the gender inequality. Answers in this band may list evaluative points which means sustained evaluation is missing, doing this well to be placed at the top of this band. Other responses in this band may be unbalanced where a couple of evaluative points are developed but others neglected. Answers in this band will show an awareness of theoretical debate, but will fail to develop this much beyond juxtaposition.

**6-11 marks**

Responses show a basic evaluation of some of the concepts, theories and/or evidence focussed on feminist explanations of gender inequality. Answers in this band may be characterised by juxtaposition. Other responses may raise critical points but leave them unexplained, e.g. the extent to which capitalism can be held accountable for gender inequality, or the relevance of the glass ceiling in the contemporary UK. Answers at the bottom of this band will show a more than a simple understanding of evaluative points.

**1-5**

Responses will show a simple and limited appreciation of at least one point of evaluation focussed on feminist explanations of gender inequality. This may be based on common-sense or anecdotal assertion.

**0 marks**

No relevant evaluative points.

# Grade Thresholds

Advanced GCE Sociology (3878/7878)  
January 2010 Examination Series

## Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
2536	Raw	60	42	38	34	30	27	0
	UMS	90	72	63	54	45	36	0
2537	Raw	60	39	35	32	29	26	0
	UMS	90	72	63	54	45	36	0
2539	Raw	90	68	61	54	47	41	0
	UMS	120	96	84	72	60	48	0

## Specification Aggregation Results

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

	Maximum Mark	A	B	C	D	E	U
3878	300	240	210	180	150	120	0
7878	600	480	420	360	300	240	0

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

	A	B	C	D	E	U	Total Number of Candidates
3878	0	0	14.3	71.4	100	100	8
7878	11.4	37.4	74.0	94.3	100	100	131

**139 candidates aggregated this series**

For a description of how UMS marks are calculated see:

<http://www.ocr.org.uk/learners/ums/index.html>

Statistics are correct at the time of publication.



**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  
**Reg**istered in England  
**Reg**istered Office; 1 Hills Road, Cambridge, CB1 2EU  
**Reg**istered Company Number: 3484466  
OCR is an exempt Charity



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