GCE

Sociology

Advanced GCE

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

Mark Scheme for June 2013

Annotations

Annotation	Meaning
	Unclear
	Concept
	Developed point
	Example
EVAL	Evaluation
I	Interpretation and application
J	Juxtaposition
KU	Knowledge and understanding
	Not Relevant
	Repetition
S	Study
T	Theory
	Benefit of doubt

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
1			**AO1: Knowledge and Understanding** Candidates are expected to show knowledge and understanding of research design in general and operationalisation in particular in sociological research, drawing upon the source material and their own background knowledge from across the Specification to illustrate their responses. Operationalisation is generally regarded as the process of defining a concept or idea so that it can be measured in sociological research. It is an important part of planning and designing research in sociology. Abstract concepts have to be translated into a form which enables data to be gathered about the ideas being investigated. The method used often shapes how a concept may be operationalised. For example, observation and experiments usually record behaviour and actions whilst interviews and questionnaires record opinions and views. Abstract concepts are usually turned into operational definitions with different components or dimensions that have clear indicators that can be recorded and usually measured. Candidates may refer to concepts such as: • measurement • recording data • data analysis	10	Candidates may refer to concepts such as: • hypothesis • data analysis • research design • research questions • operationalise • quantitative and qualitative approaches to evidence and data • validity • reliability • representative • generalisable • practicality • other relevant response. Data may be used from the source material for illustrative purposes and/or from other sociological sources, from material associated with this unit, as well as other units in the Specification.	**Level 5 (9–10 marks)** Candidates show an excellent knowledge and understanding of the importance of operationalising concepts. The response demonstrates detail and accuracy of a wide range of sociological material with a strong focus on sociological theory and concepts. Candidates draw upon information from the source material and their wider knowledge. The quality of written communication will be excellent presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling. **Level 4 (7–8 marks)** Candidates show a very good knowledge and understanding of the importance of operationalising concepts. The response demonstrates some detail of a range of sociological material with some focus on sociological theory and concepts; the material is generally accurate although lacks depth and full development. Candidates draw upon information from the source material and their wider knowledge. The quality of written communication will be very good presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.

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			- quantitative and qualitative approaches - patterns and trends - abstract concepts - operational definitions - validity - reliability - practicality - value freedom - other relevant response. Data may be used from the source material for illustrative purposes and/or from other sociological sources, from material associated with this unit, as well as other units in the Specification. Uses and examples may relate to sociological research and the development of social policy and practice. Examples of concepts which would need to be operationalised drawn from the source might include: - ethnic background - religious background - length of time in education. In the source material concepts were operationalised to allow comparison of data over time to establish genuine trends and patterns of ethnic intermarriage, especially given changes in the categorisation of ethnicity and religious background over time within the GHS.			**Level 3 (5–6 marks)** Candidates show a good knowledge and understanding of the importance of operationalising concepts. The response shows knowledge and understanding which is *either* ranging *or* detailed. There will be partial understanding of sociological theory and concepts. Responses are generally clear and accurate, though may contain some errors or lack of clarity. Candidates draw upon information from the source material and/or their wider knowledge. The quality of written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling. **Level 2 (3–4 marks)** Candidates show a basic knowledge and understanding of the importance of operationalising concepts. The response lacks width and detail, and may be unclear or inaccurate in places, and contain errors; however the candidate does establish the basic meaning of operationalising and at least one reason for the process in research. Knowledge and understanding of theoretical material and concepts may be partial, inaccurate and undeveloped, or omitted. Candidates may draw upon information from the source material and/or wider knowledge. The quality of written communication will be basic, presenting some sociological material and some errors of grammar, punctuation and spelling.

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			There are many examples of operationalisation that can be used from general background knowledge of other research studies. This question does not test evaluation, however credit should be given to awareness of the advantages and disadvantages of operationalising concepts for sociological research if this reveals knowledge and understanding of the process in general.			**Level 1 (1–2 marks)** Candidates show a limited knowledge and understanding of the importance of operationalising concepts. The response is narrow, and shows considerable inaccuracy and lack of clarity; the candidate may simply describe an aspect of research methods in general. Candidates may/may not draw upon information from the source material or wider knowledge. The quality of written communication will be limited, presenting some sociological material with limited coherence and frequent errors of grammar, punctuation and spelling. **0 marks** No relevant sociological knowledge or understanding.
			AO2a: Interpretation and Application Candidates are expected to interpret and apply their knowledge and understanding of operationalisation and methodology in general in their response to the question. This may also be related to the study of the context and aspect of social inequality under consideration; that of ethnic intermarriage. A detailed understanding of this topic is not expected.	5	Candidates at the higher levels of response (L5 and L4) tend to refer back to the question/issue in a clear and explicit way. Most candidates will achieve a L3 and above if the material is generally relevant. Candidates who do not use the Source material cannot achieve above L3.	**AO2a: Interpretation and Application** **Level 5 (5 marks)** Candidates show an excellent ability to interpret sociological knowledge and apply it to the importance of operationalising concepts in sociological research. The material is explicitly and consistently related to the question. **Level 4 (4 marks)** Candidates show a very good ability to interpret sociological knowledge and apply it to the importance of operationalising concepts in sociological research. The material is related to the question.

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					Candidates at L1 tend to talk about research methods in general with operationalising concepts being implicit.	**Level 3 (3 marks)** Candidates show a good ability to interpret sociological knowledge and apply it to the importance of operationalising concepts in sociological research. The material is occasionally related to the question. **Level 2 (2 marks)** Candidates show a basic ability to interpret sociological knowledge and apply it to the importance of operationalising concepts in sociological research. The material is related to the question mainly implicitly. **Level 1 (1 mark)** Candidates show a limited ability to interpret sociological knowledge and apply it to the importance of operationalising concepts in sociological research. The material is only implicitly related to the question and mainly irrelevant. **0 marks** No relevant sociological interpretation or application.

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2	**AO1: Knowledge and Understanding** Candidates are expected to show knowledge and understanding of quantitative secondary data in research and related methodological issues. Quantitative secondary data from questionnaires within sociological research is generally regarded as numerical data and evidence that is mathematical or statistical in form, rather than in-depth, detailed and descriptive qualitative data. This data allows the researchers to establish patterns and trends and look for correlations between variables. They are interested in the objective understanding of those being researched using mainly factual evidence, in a similar way to scientific approaches. The research is usually large scale and at a macro-level. Quantitative secondary data from questionnaires tends to be low in validity and high in reliability. It is favoured by positivist and structural theorists rather than interpretive, feminist and action approaches to research. It is often combined by realist approaches with other methods, including qualitative. Candidates should discuss the use of quantitative secondary data from questionnaires for this research problem – that of patterns of ethnic intermarriage.	5	Candidates are likely to refer to methodological issues and concepts such as: • positivist • quantitative • structural • action • patterns and trends • variables • correlation • subjectivity and objectivity • validity – accuracy/ truthfulness/ reality of data gathered • reliability – comparability of data gathered • representative • generalisable • replicable • other relevant response.	**AO1: Knowledge and Understanding** **Level 5 (5 marks)** Candidates show an excellent knowledge and understanding of the nature, purpose and uses of quantitative secondary data. The response demonstrates detail and accuracy of a wide range of sociological material with a strong focus on sociological theory and concepts. Candidates draw upon information from the source material and their wider knowledge. The quality of written communication will be excellent presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling. **Level 4 (4 marks)** Candidates show a very good knowledge and understanding of the nature, purpose and uses of quantitative secondary data. The response demonstrates some detail of a range of sociological material with some focus on sociological theory and concepts; the material is generally accurate. Candidates draw upon information from the source material and their wider knowledge. The quality of written communication will be very good presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.

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						Level 3 (3 marks) Candidates show a good knowledge and understanding of the nature, purpose and uses of quantitative secondary data. The response shows knowledge and understanding which is *either* ranging *or* detailed. There will be a little understanding of sociological theory and concepts but underdeveloped. Responses are generally clear and accurate, though may contain some errors/inaccuracies. Candidates draw upon information from the source material and/or their wider knowledge. The quality of written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling. **Level 2 (2 marks)** Candidates show a basic knowledge and understanding of the nature, purpose and uses of quantitative secondary data. The response is narrow, and may be unclear or inaccurate in places, and contain errors; however the candidate does establish the basic meaning of quantitative secondary data. Knowledge and understanding of theoretical material and concepts may be partial, inaccurate and undeveloped, or omitted. Candidates may draw upon information from the source material and/or wider knowledge. The quality of written communication will be basic, presenting some sociological material and some errors of grammar, punctuation and spelling.

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			AO2a: Interpretation and Application Candidates are expected to interpret and apply their knowledge and understanding of quantitative secondary data in research methodology in their response to the question. Discussion of the concepts of validity, reliability, representativeness and generalisability in relation to quantitative secondary data is expected. This may also relate to the study of the context and aspect of social inequality under consideration; that of ethnic intermarriage. A detailed understanding	5	Candidates at the higher levels of response (L5 and L4) tend to refer back to the question/issue in a clear and explicit way. Most candidates will achieve a L3 and above if the material is generally relevant.	**Level 1 (1 mark)** Candidates show a limited knowledge and understanding of the nature, purpose and uses of quantitative secondary data. The response is very narrow, and shows considerable inaccuracy and lack of clarity; the candidate may simply describe an aspect of data and/or research methods in general. Candidates may/may not draw upon information from the source material or wider knowledge. The quality of written communication will be limited, presenting some sociological material with limited coherence and frequent errors of grammar, punctuation and spelling. **0 marks** No relevant sociological knowledge or understanding. **AO2a: Interpretation and Application** **Level 5 (5 marks)** Candidates show an excellent ability to interpret sociological knowledge and apply it to the uses of quantitative secondary data in sociological research. The material is explicitly and consistently related to the question. **Level 4 (4 marks)** Candidates show a very good ability to interpret sociological knowledge and apply it to the uses of quantitative secondary data in sociological research. The material is related to the question.

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			of this topic is not expected. The response should also relate the selection or choice of quantitative secondary data to the research aim.		Candidates who do not use the Source material cannot achieve above L3. Candidates at L1 tend to talk about research methods in general with quantitative secondary data being implicit.	**Level 3 (3 marks)** Candidates show a good ability to interpret sociological knowledge and apply it to the uses of quantitative secondary data in sociological research. The material is occasionally related to the question. **Level 2 (2 marks)** Candidates show a basic ability to interpret sociological knowledge and apply it to the uses of quantitative secondary data in sociological research. The material is related to the question mainly implicitly. **Level 1 (1 mark)** Candidates show a limited ability to interpret sociological knowledge and apply it to the uses of quantitative secondary data in sociological research. The material is only implicitly related to the question and mainly irrelevant. **0 marks** No relevant sociological interpretation or application.

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			AO2b: Analysis and Evaluation Candidates should discuss the advantages and disadvantages of quantitative secondary data, especially in relation to the concepts of validity, reliability, representativeness and generalisability, and relate this to the context of the question, that of understanding patterns of ethnic intermarriage.	15	Candidates are likely to refer to methodological issues and concepts such as: • the influence of method/ researcher on quality of data gathered and subsequent uses • advantages and disadvantages of quantitative secondary data/official statistics • objectivity • subjectivity • sample size effects • representative • meanings and experiences • empathy • rapport • reflexivity • generalise • validity • reliability • question effects	**AO2b: Analysis and Evaluation** **Level 5 (13–15 marks)** Candidates show an excellent ability to evaluate and analyse ie assess the view that quantitative secondary data provide the best way to understand patterns of intermarriage. Sustained evaluative skills are demonstrated throughout and the response has an analytical and discursive tone. There will be a clear discussion of quantitative secondary data for the purpose of the research, and a clear attempt to draw a conclusion about the value of this method in this context. Responses should offer a critical review of sociological methodology drawing upon theoretical and conceptual arguments. At this level the discussion is likely to identify a wide range of issues/advantages/disadvantages in a balanced way. The discussion will be explicitly related to the research context in a clear and consistent way. **Level 4 (10–12 marks)** Candidates show a very good ability to evaluate and analyse ie assess the view that quantitative secondary data provides the best way to understand patterns of intermarriage. Responses will include a range of relevant evaluative arguments together with some precise points of evaluation of qualitative and/or other methodological approaches. There will be a discussion of quantitative secondary

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					• subject and researcher biases • fitness for purpose • access to sample • other relevant response. Ethical issues may be raised, for example of confidentiality, permission, access and the potential impact on the lives of those studied.	data for the purpose of the research, and an attempt to draw a conclusion about the value of this method in this context. The evaluation will be balanced, though lacking depth and/or detail at times. The discussion will be related to the research context. **Level 3 (7–9 marks)** Candidates show a good ability to evaluate and analyse ie assess the view that quantitative secondary data provides the best way to understand patterns of intermarriage. Responses will raise some clear points of evaluation but may leave these only partially developed. Different methodological approaches are likely to be compared briefly. The evaluation is not necessarily balanced. The discussion will be explicitly related to the research context occasionally. **Level 2 (4–6 marks)** Candidates show a basic ability to evaluate and analyse ie assess the view that quantitative secondary data provides the best way to understand patterns of intermarriage. Responses are likely to offer one or two generalised, evaluative points with little supporting evidence or argument. If present, different methodological approaches are likely to be juxtaposed simply and implicitly. The discussion may not be related to the research context, or merely implied.

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						Level 1 (1–3 marks) Candidates show a limited ability to evaluate and analyse ie assess the view that quantitative secondary data provides the best way to understand patterns of intermarriage. Responses may include one point of evaluation; however this is likely to be minimal, unbalanced, assertive or tangential to the main issue. Evaluation is implicit. The discussion may not be related to the research context. **0 marks** No relevant sociological evaluation or analysis.

Question			Answer	Marks	Guidance	
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3	(a)		**AO1: Knowledge and Understanding** Candidates should draw upon their knowledge and understanding of gender inequality/life chances from different units within the specification. Aspects of social life that are likely to be identified and discussed are: • education • family • employment • income and wealth • health and welfare • housing • political power • patterns of crime and deviance • media • other relevant response. Candidates are likely to discuss gender in general or focus on males or females. However to reach the top band candidates should explicitly discuss both males and females. Sociological evidence may include empirical studies, data, contemporary examples, concepts, and theoretical material if relevant. The following concepts may be identified and discussed: • patriarchy • status • power • social mobility	15	Candidates may refer to writers such as: • Heasley • Groth • Farrell • Oakley • Greer • Walby • Pollert • Abbott et al • Hakim • Barron and Norris • McDowell • Adkins • Gilmore • Seidler • Connell • Other relevant response • Other relevant response drawn from other units of study. The impact on gender inequality of ethnicity, class and age may be compared or contrasted, as well as the intersection/ interrelationship of these dimensions.	**AO1: Knowledge and Understanding** **Level 5 (13–15 marks)** Candidates show an excellent knowledge and understanding of gender and life chances for both males and females. The response demonstrates detail and accuracy of a wide range of sociological material with a strong focus on sociological evidence and concepts. The quality of written communication will be excellent presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling. **Level 4 (10–12 marks)** Candidates show a very good knowledge and understanding of gender and life chances for both males and females. The response demonstrates some detail of a range of sociological material with some focus on sociological evidence and concepts; the material is generally accurate although lacks depth. The quality of written communication will be very good presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling. **Level 3 (7–9 marks)** Candidates show a good knowledge and understanding of gender and life chances. The response shows knowledge and understanding which is *either* ranging *or* detailed. There will

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	- stereotypical gender roles - conjugal roles - dual role - socialisation - glass ceiling - dual labour market - class and occupational structure - reserve army - human capital theory - segregation of jobs - marginalization - social exclusion - masculinities - access to power and political representation - other relevant response.		Contemporary examples might include: - Recent patterns of educational achievement - Changes in the occupational structure - Differential impact of recession - Larger numbers of males in higher level occupational/ political posts - Access to male dominated employment opportunities restricted for females and vice versa - Higher levels of male deviance and criminality in statistics - Patterns of health eg males life expectancy/ health worse generally	be some understanding of sociological evidence and concepts but undeveloped. Responses are generally clear and accurate, though may contain some errors. The quality of written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling. **Level 2 (4–6 marks)** Candidates show a basic knowledge and understanding of gender and life chances. The response lacks width and detail, and may be unclear or inaccurate in places, and contain errors. Knowledge and understanding of evidence and concepts may be partial, inaccurate and undeveloped, or omitted. The quality of written communication will be basic, presenting some sociological material and some errors of grammar, punctuation and spelling. **Level 1 (1–3 marks)** Candidates show a limited knowledge and understanding of gender and life chances. The response lacks width and detail, and shows considerable inaccuracy and lack of clarity; the candidate may simply describe an aspect of inequality in general. The quality of written communication will be limited, presenting some sociological material with limited coherence and frequent errors of grammar, punctuation and spelling.

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			AO2a: Interpretation and Application Candidates are expected to interpret and apply their knowledge and understanding of gender and life chances in their response to the question.	5	• Portrayal of gender in media becoming more diverse but still male dominated • Roles in the family • Incidence of poverty • other relevant response. Candidates at the higher levels of response (L5 and L4) tend to refer back to the question/ issue in a clear and explicit way. Most candidates will achieve a L3 and above if the material is generally relevant. Candidates who do not use the Source material cannot achieve above L3. Candidates at L1 tend to talk about inequality in general with gender and life chances being	**0 marks** No relevant sociological knowledge or understanding. **AO2a: Interpretation and Application** **Level 5 (5 marks)** Candidates show an excellent ability to interpret sociological knowledge and apply it to gender and life chances. The material is explicitly and consistently related to the question. **Level 4 (4 marks)** Candidates show a very good ability to interpret sociological knowledge and apply it to gender and life chances. The material is related to the question. **Level 3 (3 marks)** Candidates show a good ability to interpret sociological knowledge and apply it to gender and life chances. The material is generally related to the question.

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					implicit.	**Level 2 (2 marks)** Candidates show a basic ability to interpret sociological knowledge and apply it to gender and life chances. The material is related to the question occasionally and mainly implicitly. **Level 1 (1 mark)** Candidates show a limited ability to interpret sociological knowledge and apply it to gender and life chances. The material is only implicitly related to the question and mainly irrelevant. **0 marks** No relevant sociological interpretation or application.
	(b)		**AO1: Knowledge and Understanding** Functionalist approaches to gender differences should be presented and described. The following concepts may be identified and discussed: • consensus • norms and values • meritocracy • culture • structure • socialisation • gender roles • sexual division of labour • glass ceiling • patriarchy • vertical and horizontal segregation • other relevant response.	15	Candidates may refer to functionalist and other writers such as: • Murdock • Parsons • Durkheim • Davis and Moore • other relevant response. Gender differences in different aspects of social life may be used to illustrate answers, such as education, employment, income	**AO1: Knowledge and Understanding** **Level 5 (13–15 marks)** Candidates show an excellent knowledge and understanding of functionalist explanations of gender differences. The response demonstrates detail and accuracy of a wide range of sociological material with a strong focus on sociological theory and concepts. The quality of written communication will be excellent presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling.

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					and wealth, health and welfare, housing, political power, and patterns of crime and deviance. Alternative theoretical explanations of gender differences and inequality may be explored and/or juxtaposed, for example Marxist, neo-Marxist, Weberian, feminist and post modern. The impact on gender inequality of ethnicity, age and class may be compared or contrasted with gender, as well as the intersection/interrelationship of these dimensions.	**Level 4 (10–12 marks)** Candidates show a very good knowledge and understanding of functionalist explanations of gender differences. The response demonstrates some detail of a range of sociological material with some focus on sociological theory and concepts; the material is generally accurate although lacks the depth of the band above. The quality of written communication will be very good presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling. **Level 3 (7–9 marks)** Candidates show a good knowledge and understanding of functionalist explanations of gender differences. The response shows knowledge and understanding which is *either* ranging *or* detailed. There will be some understanding of sociological sociological theory and concepts but not fully developed. Responses are generally clear and accurate, though may contain some errors. The quality of written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.

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						Level 2 (4–6 marks) Candidates show a basic knowledge and understanding of functionalist explanations of gender differences. The response is narrow, and may be unclear or inaccurate in places, and contain errors. Knowledge and understanding of sociological theory and concepts is partial, inaccurate and undeveloped, or omitted. The quality of written communication will be basic, presenting some sociological material and some errors of grammar, punctuation and spelling. **Level 1 (1–3 marks)** Candidates show a limited knowledge and understanding of functionalist explanations of gender differences. The response is largely generalised or irrelevant; the candidate may simply describe an aspect of inequality in general. The quality of written communication will be limited, presenting some sociological material with limited coherence and frequent errors of grammar, punctuation and spelling. **0 marks** No relevant sociological knowledge or understanding.

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			AO2a: Interpretation and Application Candidates are expected to interpret and apply their knowledge and understanding of gender differences in their response to the question.	5	Candidates at the higher levels of response (L5 and L4) tend to refer back to the question/issue in a clear and explicit way. Most candidates will achieve a L3 and above if the material is generally relevant. Candidates at L1 tend to talk about inequality in general with explanations of gender difference being implicit.	**AO2a: Interpretation and Application** **Level 5 (5 marks)** Candidates show an excellent ability to interpret sociological knowledge and apply it to functionalist explanations of gender differences. The material is explicitly and consistently related to the question. **Level 4 (4 marks)** Candidates show a very good ability to interpret sociological knowledge and apply it to functionalist explanations of gender differences. The material is related to the question. **Level 3 (3 marks)** Candidates show a good ability to interpret sociological knowledge and apply it to functionalist explanations of gender differences. The material is implicitly related to the question. **Level 2 (2 marks)** Candidates show a basic ability to interpret sociological knowledge and apply it to functionalist explanations of gender differences. The material is partly related to the question and lacks focus. **Level 1 (1 mark)** Candidates show a limited ability to interpret sociological knowledge and apply it to functionalist explanations of gender differences. The material is only implicitly related to the question and mainly irrelevant.

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			AO2b: Analysis and Evaluation Candidates are expected to evaluate functionalist explanations of gender differences, presenting a range of strengths and/or weaknesses. Likely arguments might include: • Recognizes the role socialisation and shared norms and values in creating gender differences • The role of socialization and biological influences are highlighted • Under-values female contributions to society and the workplace • Helps to understand the linking of gender differences across different aspects of social life – family, education, media, crime, etc • Doesn't provide an explanation of the origins of patriarchy historically or socially • Underestimates the importance of class, race, ethnicity and age in differences/inequality • Tends to underestimate the importance of concepts like status and power in understanding differences/inequalities • Underestimates the changing and fragmented nature of social and gender differences, diversity and culture	20	In evaluation, candidates may refer to writers from other sociological perspectives, such as: • Walby • Firestone • Oakley • Hakim • Connell • Gilmore • Other reasonable response.	**0 marks** No relevant sociological interpretation or application. **AO2b: Analysis and Evaluation** **Level 5 (17–20 marks)** Candidates show an excellent ability to evaluate and analyse functionalist explanations of gender differences. Sustained evaluative skills are demonstrated throughout and the response has an analytical and discursive tone. Responses should offer a critical review of sociological explanations drawing upon theoretical and conceptual arguments. At this level the discussion is likely to identify a wide range of issues/advantages/disadvantages in a balanced way. **Level 4 (13–16 marks)** Candidates show a very good ability to evaluate and analyse functionalist explanations of gender differences. Responses will include a range of relevant evaluative arguments together with some precise points of evaluation. The evaluation will be balanced, though lacking depth and/or detail at times. The discussion will be related to the research context. **Level 3 (9–12 marks)** Candidates show a good ability to evaluate and analyse functionalist explanations of gender differences. Responses will raise a few clear

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			• Doesn't acknowledge the way class and other aspects of difference may reinforce each other, eg race and gender • other relevant response. Comparison of alternative theoretical explanations is expected, for example Marxist, neo-Marxist, different feminist, Weberian, and post modern. In evaluation, candidates may refer to concepts from other sociological perspectives, such as: • dual career • triple systems • human capital • capitalism and social class • status • power • ethnicity and race • fragmentation • cultural differences • individualisation • identity • other reasonable response.			points of evaluation but may leave these only partially developed. Different theoretical approaches are likely to be compared briefly. The evaluation is not necessarily balanced. **Level 2 (5–8 marks)** Candidates show a basic ability to evaluate and analyse functionalist explanations of gender differences. Responses are likely to offer a few generalised, evaluative points with little supporting evidence or argument. If present, different theoretical approaches are likely to be juxtaposed simply and implicitly. **Level 1 (1–4 marks)** Candidates show a limited ability to evaluate and analyse functionalist explanations of gender differences. Responses may include one point of evaluation; however this is likely to be minimal, unbalanced, assertive or tangential to the main issue. Evaluation is implicit. **0 marks** No relevant sociological evaluation or analysis.

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4	**(a)**		**AO1: Knowledge and Understanding** Candidates should draw upon their knowledge and understanding of the position of different ethnic minorities and disadvantage in the contemporary UK from different units within the specification. Aspects of social life that are likely to be identified and discussed are: • education • employment • income and wealth • health and welfare • housing • political power • patterns of crime and deviance • portrayal within and use of the media • other relevant response. Candidates may discuss the relative position of ethnic groups in general and compare and contrast different ethnic groups. However to achieve Level 4 and above candidates should identify and discuss at least two different ethnic minority groups. The following concepts may be identified and discussed: • race • racism and institutional racism • prejudice and discrimination • migration • ethnicity • nationalism	15	Candidates may refer to sociological studies and writing by: • Murray • Wilson • Giddens • Banton • Richardson and Lambert • Castles and Kosack • Rex and Tomlinson • Miles • Cox • Pilkington • Brown and Gay • Hall • Modood • Rattansi • Malik • Mirza • Other relevant response drawn from other units of study. Sociological evidence may include theoretical, conceptual, empirical and contemporary examples.	**AO1: Knowledge and Understanding** **Level 5 (13–15 marks)** Candidates show an excellent knowledge and understanding of the position of different ethnic minorities and disadvantage. The response demonstrates detail and accuracy of a wide range of sociological material with a strong focus on sociological evidence and concepts. The quality of written communication will be excellent presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling. **Level 4 (10–12 marks)** Candidates show a very good knowledge and understanding of the position of different ethnic minorities and disadvantage. The response demonstrates some detail of a range of sociological material with some focus on sociological evidence and concepts; the material is generally accurate although lacks the depth of the band above. The quality of written communication will be very good presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling. **Level 3 (7–9 marks)** Candidates show a good knowledge and understanding of the position of different ethnic minorities and disadvantage. The response shows knowledge and understanding which is

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	• host community • globalisation • ethnic penalty • economic, social and cultural capital • class • status • power • poverty • income and wealth • social exclusion • marginalisation • fragmentation • dual labour markets • situational constraints • access to power and political representation • differential academic achievement • other relevant response.		The impact on ethnic inequality of social class, gender and age may be compared or contrasted with ethnicity, as well as the intersection/ interrelationship of these dimensions. Contemporary examples might include: • Media treatment of Muslims and Islamophobia • Eastern European migration and employment • Examples of ethnic disadvantage/ discrimination • Recent evidence about patterns of ethnic inequality in education and work/ unemployment • Differential impact of recession on ethnic communities.	*either* ranging *or* detailed. There will be some understanding of sociological evidence and concepts but not fully developed. Responses are generally clear and accurate, though may contain some errors. The quality of written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling. **Level 2 (4–6 marks)** Candidates show a basic knowledge and understanding of the position of different ethnic minorities and disadvantage. The response is narrow, and may be unclear or inaccurate in places, and contain errors. Knowledge and understanding of evidence and concepts will be partial, inaccurate and undeveloped, or omitted. The quality of written communication will be basic, presenting some sociological material and some errors of grammar, punctuation and spelling. **Level 1 (1–3 marks)** Candidates show a limited knowledge and understanding of the position of different ethnic minorities and disadvantage. The response is very narrow and shows considerable inaccuracy and lack of clarity; the candidate may simply describe an aspect of inequality in general. The quality of written communication will be limited, presenting some sociological material with limited coherence and frequent errors of grammar, punctuation and spelling.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
			AO2a: Interpretation and Application Candidates are expected to interpret and apply their knowledge and understanding of different ethnic minorities and disadvantage in their response to the question.	5	Candidates at the higher levels of response (L5 and L4) tend to refer back to the question/issue in a clear and explicit way. Most candidates will achieve a L3 and above if the material is generally relevant. Candidates who do Candidates at L1 tend to talk about ethnicity in general with disadvantage for different minorities being implicit.	**0 marks** No relevant sociological knowledge or understanding. **AO2a: Interpretation and Application** **Level 5 (5 marks)** Candidates show an excellent ability to interpret sociological knowledge and apply it to the position of different ethnic minorities and disadvantage. The material is explicitly and consistently related to the question. **Level 4 (4 marks)** Candidates show a very good ability to interpret sociological knowledge and apply it to the position of different ethnic minorities and disadvantage. The material is related to the question. **Level 3 (3 marks)** Candidates show a good ability to interpret sociological knowledge and apply it to the position of different ethnic minorities and disadvantage. The material is implicitly related to the question. **Level 2 (2 marks)** Candidates show a basic ability to interpret sociological knowledge and apply it to the position of different ethnic minorities and disadvantage. The material is partly related to the question occasionally and lacks focus.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
						Level 1 (1 mark) Candidates show a limited ability to interpret sociological knowledge and apply it to the position of different ethnic minorities and disadvantage. The material is only implicitly related to the question and mainly irrelevant. **0 marks** No relevant sociological interpretation or application.
	(b)		**AO1: Knowledge and Understanding** Different sociological explanations of ethnic inequalities should be presented and described. The following concepts may be identified and discussed: - conflict - consensus - structuralist - cultural - weberian - marxist - functionalist - postmodern - feminist - social action - status - power - class - underclass - life chances - market situation	15	Candidates may refer to writers such as: - Parsons - Marx - Weber - Rex - Parkin - Giddens - Jenkins - Foucault - Park - Modood - Brown and Gay - Murray - Pilkington - Mirza - Baumann - Goldberg - Rattansi - Malik - Gilroy	**AO1: Knowledge and Understanding** **Level 5 (13–15 marks)** Candidates show an excellent knowledge and understanding of different explanations of ethnic inequality. The response demonstrates detail and accuracy of a wide range of sociological material with a strong focus on sociological theory and concepts. The quality of written communication will be excellent presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling. **Level 4 (10–12 marks)** Candidates show a very good knowledge and understanding of different explanations of ethnic inequality. The response demonstrates some detail of a range of sociological material with some focus on sociological theory and concepts; the material is generally accurate although lacks the depth of the band above. The quality of written communication will be

Question	Answer	Marks	Guidance	
			Content	**Levels of response**
	- interests - race and ethnicity - racism and discrimination - migration - other relevant response.		other relevant response. Ethnic inequalities in different aspects of social life may be used to illustrate answers, such as education, employment, income and wealth, health and welfare, housing, political power, and patterns of crime and deviance. Alternative theoretical explanations of inequality and difference may be explored and/or juxtaposed, for example Weberian, Marxist, neo-Marxist, functionalist, feminist and post modern. The impact on ethnic inequality of class, gender and age may be compared or contrasted with ethnicity, as well as the intersection/ interrelationship of these dimensions.	very good presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling. **Level 3 (7–9 marks)** Candidates show a good knowledge and understanding of different explanations of ethnic inequality. The response shows knowledge and understanding which is *either* ranging *or* detailed. There will be some understanding of sociological theory and concepts but underdeveloped. Responses are generally clear and accurate, though may contain some errors. The quality of written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling. **Level 2 (4–6 marks)** Candidates show a basic knowledge and understanding of different explanations of ethnic inequality. The response is narrow, and may be unclear or inaccurate in places, and contain errors. Knowledge and understanding and concepts may be partial, inaccurate and undeveloped, or omitted. There is very little or no theoretical material. The quality of written communication will be basic, presenting some sociological material and some errors of grammar, punctuation and spelling.

Question			Answer	Marks	Guidance	
					Content	Levels of response
						Level 1 (1–3 marks) Candidates show a limited knowledge and understanding of different explanations of ethnic inequality. The response is very narrow, and shows considerable inaccuracy and lack of clarity; the candidate may simply describe an aspect of inequality in general. The quality of written communication will be limited, presenting some sociological material with limited coherence and frequent errors of grammar, punctuation and spelling. **0 marks** No relevant sociological knowledge or understanding.
			AO2a: Interpretation and Application Candidates are expected to interpret and apply their knowledge and understanding of different explanations of ethnic inequality in their response to the question.	5	Candidates at the higher levels of response (L5 and L4) tend to refer back to the question/issue in a clear and explicit way. Most candidates will achieve a L3 and above if the material is generally relevant. Candidates at L1 tend to talk about inequality in general with ethnic inequality	**AO2a: Interpretation and Application** **Level 5 (5 marks)** Candidates show an excellent ability to interpret sociological knowledge and apply it to different explanations of ethnic inequality. The material is explicitly and consistently related to the question. **Level 4 (4 marks)** Candidates show a very good ability to interpret sociological knowledge and apply it to different explanations of ethnic inequality. The material is related to the question. **Level 3 (3 marks)** Candidates show a good ability to interpret sociological knowledge and apply it to different explanations of ethnic inequality. The material is mainly related to the question.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
					and different approaches being implicit.	**Level 2 (2 marks)** Candidates show a basic ability to interpret sociological knowledge and apply it to different explanations of ethnic inequality. The material is related to the question occasionally and mainly implicitly. **Level 1 (1 mark)** Candidates show a limited ability to interpret sociological knowledge and apply it to different explanations of ethnic inequality. The material is only implicitly related to the question and mainly irrelevant.
			AO2b: Analysis and Evaluation Candidates are expected to compare and evaluate different explanations of ethnic inequalities, presenting a range of strengths and/or weaknesses of different views and different theoretical interpretations of ethnic inequality in society. Likely arguments might include: • highlights the impact of class, power, status and market position in inequality to differing degrees • emphasizes structure and social action based on common interests, identity and culture to differing degrees • sees social change as a process of conflict or progressive development and assimilation over economic wealth,	20	In evaluation, candidates may refer to writers from other sociological perspectives, such as: • Marx • Parsons • Park • Modood • Brown and Gay • Murray • Pilkington • Mirza • Baumann • Goldberg • Rattansi • Malik • Gilroy • Other	**0 marks** No relevant sociological interpretation or application. **AO2b: Analysis and Evaluation** **Level 5 (17–20 marks)** Candidates show an excellent ability to evaluate and analyse different explanations of ethnic inequality. Evaluative skills are clearly demonstrated and the response has an analytical tone. Responses should offer a critical review of sociological theory drawing upon theoretical and conceptual arguments. At this level the discussion is likely to identify a wide range of issues/advantages/disadvantages in a balanced way. Different explanations are compared.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
			status, power and culture related to ethnicity to different degrees • recognises changing nature, fluidity and eclectic nature of culture in post modern society to different degrees • interprets 'new ethnicities' and the experience of inequality eg hybridity differently • emphasizes importance of ethnicity, culture, racism and discrimination in patterns of inequality differently • doesn't acknowledge the way other aspects of inequality may reinforce each other, eg age, class and gender • other relevant response. Comparison of alternative theoretical explanations is expected, for example Weberian, Marxist, neo-Marxist, feminist, functionalist and post modern. In evaluation, candidates may refer to concepts from different sociological perspectives, such as: • market position • life chances • exploitation • capitalism • immigrant-host • assimilation • identity • fragmentation • individualisation		reasonable response.	**Level 4 (13–16 marks)** Candidates show a very good ability to evaluate and analyse different explanations of ethnic inequality. Overall, responses will include a range of relevant evaluative arguments about different explanations, though lacking depth and/or detail at times. **Level 3 (9–12 marks)** Candidates show a good ability to evaluate and analyse different explanations of ethnic inequality. Responses will raise a few clear points of evaluation but may leave these only partially developed. The evaluation is not necessarily balanced. Juxtaposition may be awarded at this level. **Level 2 (5–8 marks)** Candidates show a basic ability to evaluate and analyse different explanations of ethnic inequality. Responses are likely to offer only one or two generalised, evaluative points with little supporting evidence or argument. If present, different theoretical approaches are likely to be juxtaposed simply and implicitly. **Level 1 (1–4 marks)** Candidates show a limited ability to evaluate and different explanations of ethnic inequality. Responses may include a point of evaluation; however this is likely to be minimal, unbalanced, assertive or tangential to the main issue. Evaluation is implicit.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
			• culture and symbols • globalisation • other reasonable response			**0 marks** No relevant sociological evaluation or analysis.

APPENDIX 1

Generic Mark Scheme

Question 1			
	Total Marks	**15**	
	Level	Marks	Level Descriptor
AO1: Knowledge and Understanding	L5	9-10	**Excellent** K&U. A **wide range of sociological material with detail, depth and accuracy** (usually 3 or more developed points or a wide range of undeveloped points 4+) Strong focus on methodological issues and conceptually rich.
	L4	7-8	**Very Good** K&U. A **wide range of sociological material with some detail** (usually 2 or more developed points OR a range of undeveloped points 3+) Some focus on methodological issues and some use of concepts.
	L3	5-6	**Good** K&U. Either **ranging OR some detail** sociological material. Some K&U but underdeveloped (usually 1 or more developed points or some undeveloped points 2+) Aware of methodological issues and occasional use of concepts.
	L2	3-4	**Basic** K&U. **Some sociological material but lacks range AND any detail**. (usually 1-2 undeveloped points) Generalised, partial and some inaccuracy is likely.
	L1	1-2	**Limited** K&U. **Very little, if any, sociological material**. Anecdotal. Tangential. Mainly inaccurate.
AO2a: Interpretation and Application	L5	5	**Excellent** ability to interpret evidence. The material used is **clearly, explicitly and consistently** related to the question; the **source is applied fully, accurately and appropriately** to reveal understanding.
	L4	4	**Very Good** ability to interpret evidence. The material used is **clearly and explicitly** related to the question **occasionally**; the **source is applied occasionally and appropriately**.
	L3	3	**Good** ability to interpret evidence. The material used is **generally relevant** to the question.
	L2	2	**Basic** ability to interpret evidence. The material used is **partially relevant and/or generalised and/or lacking in focus**; if present, **source material may be applied incorrectly or simply recycled** without understanding.
	L1	1	**Limited** ability to interpret evidence. **Marginally relevant** material. The source is not used.

Question 2			
	Total Marks	**25**	
	Level	**Marks**	**Level Descriptor**
AO1: Knowledge and Understanding	L5	5	**Excellent** K&U. A **wide range of sociological material with detail, depth and accuracy** (usually 3 or more developed points or a wide range of undeveloped points 4+) Strong focus on methodological issues and conceptually rich.
	L4	4	**Very Good** K&U. A **wide range of sociological material with some detail** (usually 2 or more developed points OR a range of undeveloped points 3+) Some focus on methodological issues and some use of concepts.
	L3	3	**Good** K&U. Either **ranging OR some detail** sociological material. Some K&U but underdeveloped (usually 1 or more developed points or some undeveloped points 2+) Aware of methodological issues and occasional use of concepts.
	L2	2	**Basic** K&U. **Some sociological material but lacks range AND any detail**. (usually 1-2 undeveloped points) Generalised, partial and some inaccuracy is likely.
	L1	1	**Limited** K&U. **Very little, if any, sociological material.** Anecdotal. Tangential. Mainly inaccurate.
AO2a: Interpretation and Application	L5	5	**Excellent** ability to interpret evidence. The material used is **clearly, explicitly and consistently** related to the question; the **source is applied fully, accurately and appropriately** to reveal understanding.
	L4	4	**Very Good** ability to interpret evidence. The material used is **clearly and explicitly** related to the question **occasionally**; the **source is applied occasionally and appropriately**.
	L3	3	**Good** ability to interpret evidence. The material used is **implicitly relevant** to the question; the **source is applied minimally**.
	L2	2	**Basic** ability to interpret evidence. The material used is **partially relevant and/or generalised and/or lacking in focus**; if present, **source material may be applied incorrectly or simply recycled** without understanding.
	L1	1	**Limited** ability to interpret evidence. **Marginally relevant** material. The source may not be used.

AO2b: Analysis and Evaluation	L5	13-15	**Excellent** ability to analyse and evaluate. **Sustained analytic and evaluative tone.** Clear assessment of the value of the method in context; strong focus on concepts and theory/methodology; **a wide range of strengths and weaknesses** (usually 4 or more developed evaluative points, often with some undeveloped)
	L4	10-12	**Very Good** ability to analyse and evaluate. A **range of analytic and evaluative points**. Some assessment of the value of the method in context; some concepts and theory/methodology; **a range of strengths and weaknesses**, though not necessarily balanced. (usually 3 or more developed evaluative points, often with some undeveloped OR a wide range of undeveloped points 4+).
	L3	7-9	**Good** ability to analyse and evaluate. There will be **some analytic and evaluative points** but they may be underdeveloped; research context may be implicit; theory and methodology is likely to be undeveloped or minimal. Strengths and/or weaknesses (usually 1-2 developed points OR a range of undeveloped 3+).
	L2	4-6	**Basic** ability to analyse and evaluate. **Generalised evaluation and/or undeveloped**; implicit links to research context only; tendency to assert. (usually 2 undeveloped points)
	L1	1-3	**Limited** ability to analyse and evaluate. Only **implicit or tangential** analysis and evaluation.

Question 3/4 (a)			
	Total Marks	**20**	
	Level	Marks	**Level Descriptor**
AO1: **Knowledge and** **Understanding**	L5	13-15	**Excellent** K&U. A **wide range of sociological material with detail, depth and accuracy** (usually 3 or more areas of social life and 3 or more developed points per area) Strong focus on evidence.
	L4	10-12	**Very Good** K&U. A **wide range of sociological material with some detail** (usually 3 or more areas of social life and 3 or more undeveloped points per area) A focus on evidence.
	L3	7-9	**Good** K&U. Either **ranging OR some detail** sociological material. (usually 2-3 areas of social life and 2-3 undeveloped points per area) Some K&U but underdeveloped. Some evidence and occasional use of concepts.
	L2	4-6	**Basic** K&U. **Some sociological material but lacks range AND any detail**. (usually 1-2 areas of social life and 1-2 undeveloped points per area) Generalised, partial and some inaccuracy is likely.
	L1	1-3	**Limited** K&U. **Very little, if any, sociological material.** Anecdotal. Tangential. Mainly inaccurate.
AO2a: **Interpretation** **and Application**	L5	5	**Excellent** ability to interpret evidence. The material used is **clearly, explicitly and consistently** related to the question.
	L4	4	**Very Good** ability to interpret evidence. The material used is **clearly and explicitly related** to the question **occasionally**.
	L3	3	**Good** ability to interpret evidence. The material used is **implicitly relevant** to the question.
	L2	2	**Basic** ability to interpret evidence. The material used is **partially relevant and/or generalised and/or lacking in focus**.
	L1	1	**Limited** ability to interpret evidence. **Marginally relevant** material.

Question 3/4 (b)			
	Total Marks	**40**	
	Level	Marks	Level Descriptor
AO1: Knowledge and Understanding	L5	13-15	**Excellent** K&U. A **wide range of sociological material with detail, depth and accuracy.** (usually 3 or more developed points OR a wide range of undeveloped points on target explanation) Strong focus on theoretical issues and conceptually rich.
	L4	10-12	**Very Good** K&U. A **wide range of sociological material with some detail** (usually 2 or more developed points OR a range of undeveloped points on target explanation) Some focus on theoretical issues and some use of concepts.
	L3	7-9	**Good** K&U. Either **ranging OR some detail** sociological material. Some K&U but underdeveloped. (usually 1 or more developed points OR some undeveloped points on target explanation) Aware of theoretical issues and occasional use of concepts.
	L2	4-6	**Basic** K&U. **Some sociological material but lacks range AND any detail**. (usually 1-2 undeveloped points on target explanation) Generalised, partial and some inaccuracy is likely.
	L1	1-3	**Limited** K&U. **Very little, if any, sociological material.** Anecdotal. Tangential. Mainly inaccurate.
AO2a: Interpretation and Analysis	L5	5	**Excellent** ability to interpret evidence. The material used is **clearly, explicitly and consistently** related to question.
	L4	4	**Very Good** ability to interpret evidence. The material used is **clearly and explicitly related** to the question **occasionally**.
	L3	3	**Good** ability to interpret evidence. The material used is **implicitly relevant** to the question.
	L2	2	**Basic** ability to interpret evidence. The material used is **partially relevant and/or generalised and/or lacking in focus**.
	L1	1	**Limited** ability to interpret evidence. **Marginally relevant** material.

AO2b: Analysis and Evaluation	L5	17-20	**Excellent** ability to analyse and evaluate. **Sustained analytic and evaluative tone.** Clear assessment of the theoretical explanation(s); strong focus on concepts and theory/methodology; **a wide range of strengths and weaknesses** (usually 4 or more developed evaluative points, usually with a range of undeveloped) Usually three or more theoretical explanations compared.
	L4	13-16	**Very Good** ability to analyse and evaluate. A **range of analytic and evaluative points**. Some assessment of the value of the theoretical explanation(s); some concepts and theory/methodology; **a range of strengths and weaknesses**, though not necessarily balanced (usually 3 or more developed evaluative points, usually with some undeveloped OR a wide range of undeveloped points). Usually two or more theoretical explanations compared.
	L3	9-12	**Good** ability to analyse and evaluate. There will be **some analytic and evaluative points** but they may be underdeveloped; theory/methodology is likely to be underdeveloped or minimal. Strengths and/or weaknesses (usually 2 or more developed points OR a range of undeveloped). Usually two or more theoretical explanations discussed.
	L2	5-8	**Basic** ability to analyse and evaluate. **Generalised evaluation and/or undeveloped**; implicit links to theoretical explanation(s) only; tendency to assert. (usually 1-2 undeveloped points) Usually only one explanation discussed or more but **juxtaposed**.
	L1	1-4	**Limited** ability to analyse and evaluate. Only **implicit or tangential** analysis and evaluation.

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