GCE

Sociology

Advanced GCE

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

Mark Scheme for January 2012

Annotations

used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
	Unclear
	Application/context
	Concept
	Developed point
	Example
EVAL	Evaluation
I	Interpretation and application
J	Juxtaposition
	Knowledge and understanding
	Not Relevant
	Repetition
S	Study
T	Theory
U	Unsubstantiated/implicit

Question	Answer	Mark	Guidance
1	**AO1: Knowledge and Understanding** Candidates are expected to show knowledge and understanding of mixed methods in sociological research, drawing upon the source material and their own background knowledge from across the specification to illustrate their responses. Mixed methods is the *use* of several different methods in the research so that: • fuller and more detailed information and data may be gathered • data gathered by one method may also be checked for accuracy • compared to data gathered by another method • using mixed methods is a way to overcome the limitations of individual research methods • the use of mixed methods enables the strengths of both positivist and interpretive perspectives to be utilised • realist and/or feminist approaches are supported Triangulation is a term often used by sociologists to describe the checking of data and interpretations using different methods. For example, questionnaire data from self-report studies may be verified by direct observation of a sub-sample of participants drawn from the original sample. Reference to quantitative and qualitative data is likely to be discussed. Candidates may refer to concepts such as:	15	**AO1: Knowledge and Understanding** **Level 5: 9-10 marks** Candidates show an excellent knowledge and understanding of the nature, purpose and uses of mixed methods. The response demonstrates considerable depth, detail and accuracy of a wide range of sociological knowledge and understanding of mixed methods, with a strong focus on sociological theory and a holistic approach to sociological thinking. Candidates often draw upon information from the source material as well as their wider knowledge. Responses must refer to theoretical issues in methodology. 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 nature, purpose and uses of mixed methods. The response shows wide ranging and detailed knowledge and understanding, of methodology although lacks the depth of the band above. Candidates draw upon information from the source material and their wider knowledge. The quality of written communication will be very good presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling. **Level 3: 5-6 marks** Candidates show a good knowledge and understanding of the nature, purpose and uses of mixed methods. The response shows knowledge and understanding which is *either* wide ranging *or* detailed. There will be some understanding of sociological methodology and concepts but not fully developed. Candidates draw upon information from the source material partially and their wider knowledge. The quality of written communication will be good, presenting appropriate

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	- mixed methods - methodological pluralism - collection and recording of data - data analysis - quantitative and qualitative approaches and data - patterns and trends - triangulation - validity - reliability - practicality - value freedom - interpretive - positivist - realist - reliable, valid and representative data of the group/sample and wider population - 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. An example of mixed methods may be drawn from the source: - overt observation used with semi-structured interviews and a structured questionnaire There are many examples of mixed methods that may be used from general background knowledge of social research. These might include:		material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling. Candidates who only discuss the disadvantages of using mixed methods only **imply** positive uses of mixed methods and are therefore unlikely to be awarded marks above Level 3. **Level 2: 3-4 marks** Candidates show a basic knowledge and understanding of the nature, purpose and uses of mixed methods. The response lacks breadth or depth, and may occasionally be unclear or inaccurate; however the candidate does establish the basic meaning of mixed methods. Knowledge and understanding of theoretical material and concepts may be partial, inaccurate and undeveloped. Candidates may draw upon information from the source material or wider knowledge only. The quality of written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling. **Level 1: 1-2 marks** Candidates show a limited knowledge and understanding of the nature, purpose and uses of mixed methods. The response lacks breadth or depth, and shows some inaccuracy and lack of clarity; the candidate may simply describe the research method without reference to theoretical or conceptual material. Candidates may/may not draw upon information from the source material or wider knowledge only. The quality of written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling. **0 marks** No relevant sociological knowledge or understanding of the nature, purpose and uses of mixed methods.

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	• Humphrey's (1970) • Barker (1984) • Pilcher (1995) • other relevant response This question does not test evaluation, however credit should be given to awareness of the advantages and disadvantages of using mixed methods for sociological research if this reveals knowledge and understanding of the process in general. **AO2a: Interpretation and Application** Candidates are expected to interpret and apply their knowledge and understanding of mixed methods 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 pupil cultures, gender and educational achievement. A detailed understanding of this topic is not expected.		**AO2a: Interpretation and Application** **Level 5: 5 marks** Candidates show an excellent ability to interpret sociological knowledge and apply it to the uses of mixed methods in sociological research. The material is clearly, 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 mixed methods in sociological research. The material is clearly and consistently related to the question. **Level 3: 3 marks** Candidates show a good ability to interpret sociological knowledge and apply it to the uses of mixed methods in sociological research. The material is clearly related to the question occasionally. Candidates who only discuss the disadvantages of using mixed methods only **imply** positive uses of mixed methods and are therefore unlikely to be awarded marks above level 3. **Level 2: 2 marks** Candidates show a basic ability to interpret sociological knowledge and apply it to the uses of mixed methods 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 mixed methods in sociological research. The material is related to the question only implicitly and not made explicit. **0 marks** No relevant sociological interpretation or application.

Question			Answer	Mark	Guidance
2			**AO1: Knowledge and Understanding** Candidates are expected to show knowledge and understanding of overt observation as a method of research and related methodological issues. Observation within sociological research is generally regarded as the gathering of data by directly watching and recording the behaviour of people, usually, but not exclusively, in their everyday lives and in natural settings. Observation may be open (overt) or hidden (covert), participant (direct) or non-participant (indirect). Candidates should discuss the use of observation for this research problem – that of pupil cultures and gender differences in educational achievement. Candidates are likely to refer to methodological issues and concepts such as: • interpretive and positivist approaches • qualitative and quantitative methods • ethnography • realist • empathy • reflexivity • subjectivity and objectivity • validity – accuracy/truthfulness/reality of data gathered • reliability – comparability of data gathered • ethical issues associated with observation • other relevant response	25	**AO1: Knowledge and Understanding** **Level 5: 5 marks** Candidates show an excellent knowledge and understanding of overt observation, and related methodological issues. The response demonstrates considerable depth, detail and accuracy of a wide range of sociological knowledge and understanding of overt observation, with a strong focus on sociological theory and a holistic approach to sociological thinking. The quality of written communication will be excellent, presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling. **Level 4: 4 marks** Candidates show a very good knowledge and understanding of overt observation, and related methodological issues. The response is wide ranging and detailed, with an emphasis on sociological theory and concepts, although lacks the depth of the band above. The quality of written communication will be very good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling. **Level 3: 3 marks** Candidates show a good knowledge and understanding of overt observation, and related methodological issues. The response shows knowledge and understanding which is *either* wide ranging *or* detailed. There will be some understanding of sociological theory and concepts but not fully developed. The quality of written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.

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			Level 2: 2 marks Candidates show a basic knowledge and understanding of overt observation, and related methodological issues. The response lacks breadth or depth, and may occasionally be unclear or inaccurate; however the candidate does establish the basic meaning of overt observation. Knowledge and understanding of theoretical material and concepts may be partial, inaccurate and undeveloped. The quality of written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling. **Level 1: 1 mark** Candidates show a limited knowledge and understanding of overt observation, and related methodological issues. The response lacks breadth or depth, and shows some inaccuracy and lack of clarity; the candidate may simply describe the research method without reference to any theoretical or conceptual material. The quality of written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling. **0 marks** No relevant sociological knowledge and understanding of overt observation and methodological issues.
	AO2a: Interpretation and Application Candidates are expected to interpret and apply their knowledge and understanding of overt observation as a research method and methodology in general in their response to the question. Discussion of the concepts of validity, reliability, representativeness and generalisability in relation to overt observation for this research problem is also expected. This may also relate to the study of the		**AO2a: Interpretation and Application** **Level 5: 5 marks** Candidates show an excellent ability to interpret and apply sociological knowledge to the methodological view that overt observation provides the best method of sociological research into gender differences in educational achievement. The material is clearly, explicitly and consistently related to the question.

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	context and aspect of social inequality under consideration; that of gender differences in educational achievement. A detailed understanding of this topic is not expected. The response may also relate the selection or choice of overt observation to the research aim. Candidates are likely to refer to methodological issues and concepts such as: • access • target population • sampling • ethnography • gaining understanding • seeing reality of social life • developing rapport • ethical issues • other relevant response		**Level 4: 4 marks** Candidates show a very good ability to interpret and apply sociological knowledge to the methodological view that overt observation provides the best method of sociological research into gender differences in educational achievement. The material is clearly and consistently related to the question. **Level 3: 3 marks** Candidates show a good ability to interpret and apply sociological knowledge to the methodological view that overt observation provides the best method of sociological research into gender differences in educational achievement. The material is clearly related to the question occasionally. **Level 2: 2 marks** Candidates show a basic ability to interpret and apply sociological knowledge to the methodological view that overt observation provides the best method of sociological research into gender differences in educational achievement. The material is related to the question mainly implicitly. **Level 1: 1 mark** Candidates show a limited ability to interpret and apply sociological knowledge to the methodological view that overt observation provides the best method of sociological research into gender differences in educational achievement. The material is related to the question only implicitly and not made explicit. **0 marks** No relevant sociological interpretation or application.

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	AO2b: Analysis and Evaluation Candidates should discuss the advantages and disadvantages of overt observation as a research method, especially in relation to the concepts of validity, reliability, representativeness and generalisability, and relate this to the context of the question, that of understanding gender differences in educational achievement. Candidates are likely to refer to methodological issues and concepts such as: • the influence of researcher values on quality of data gathered and subsequent uses • objectivity • subjectivity • sample size effects • representative • generalise • validity • reliability • respondent validation • desirable responses • observer effects • researcher imposition • 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.		**AO2b: Analysis and Evaluation** **Level 5: 13-15 marks** Candidates show an excellent ability to evaluate and analyse i.e. assess the view that overt observation provides the best way to understand differences in educational achievement. Sustained evaluative skills are demonstrated throughout and the response has an analytical and discursive tone. There will be a clear discussion of overt observation 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. *Responses in this level are likely to have 4 or more developed evaluative points and refer to methodological perspectives in some depth.* **Level 4: 10-12 marks** Candidates show a very good ability to evaluate and analyse i.e. assess the view that overt observation provides the best way to understand differences in educational achievement. Responses will include a range of relevant evaluative arguments together with some precise points of evaluation of different methodological approaches There will be a discussion of the analysis of overt observation 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 sustained and balanced, though lacking depth and/or detail at times. The discussion will be related to the research context. *Responses in this level are likely to have 3 or more developed evaluative points and refer to some methodological perspectives.*

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					Level 3: 7-9 marks Candidates show a good ability to evaluate and analyse i.e. assess the view that overt observation provides the best way to understand differences in educational achievement. 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. *Responses in this level are likely to make 3 undeveloped evaluative points or 2 developed points.* **Level 2: 4-6 marks** Candidates show a basic ability to evaluate and analyse i.e. assess the view that overt observation provides the best way to understand differences in educational achievement. Responses are likely to offer some 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. *Responses in this level are likely to make 2 or more undeveloped evaluative points.* **Level 1: 1-3 marks** Candidates show a limited ability to evaluate and analyse i.e. assess the view that overt observation provides the best way to understand differences in educational achievement. Responses will include at least one point of evaluation; however this is likely to be minimal, unbalanced, assertive or tangential to the main issue. The discussion of overt observation may not be related to the research context. **0 marks** No relevant sociological evaluation or analysis.

Question	Answer	Mark	Guidance
3 (a)	**AO1: Knowledge and Understanding** Indicative Content Candidates should draw upon their knowledge and understanding of patterns of social class inequality from different units within the specification. Aspects of social class inequality that are likely to be identified and discussed are: • education • employment • income and wealth • health and welfare • housing • political power • patterns of crime and deviance • other relevant response Candidates may discuss differences between social class groups or focus on one social class in particular. Sociological evidence may include theoretical, conceptual, empirical and contemporary examples. The following concepts may be identified and discussed: • economic, social and cultural capital • class • status • poverty • dual labour markets • situational constraints • access to power and political representation • different social classes – ruling, upper, middle, working, lower, underclass	20	**AO1: Knowledge and Understanding** **Level 5: 13-15 marks** Candidates show an excellent knowledge and understanding of working class disadvantage. The knowledge is appropriate, wide ranging, accurate, detailed and in depth, including a range of different types of sociological evidence. The response demonstrates a deep sociological understanding of working class disadvantage and a holistic approach to thinking sociologically. Responses are presented in a confident and purposeful manner. The quality of written communication will be excellent, presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling. *Responses at this level are likely to discuss 3 or more aspects of social life. In addition, responses at this level will treat each area in detail and depth.* **Level 4: 10-12 marks** Candidates show a very good knowledge and understanding of working class disadvantage in society. The knowledge is appropriate, full, wide ranging and detailed, although lacks the depth of understanding of working class disadvantage shown in the band above. The quality of written communication will be very good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling. *Responses at this level are likely to discuss 3 or more aspects of social life. In addition, responses at this level will treat each area in detail.* **Level 3: 7-9 marks** Candidates show a good knowledge and understanding of working class disadvantage in society. The knowledge is appropriate and *either* wide ranging *or* detailed. Sociological evidence will not be fully developed. The quality of written

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	- occupational structure - interaction with professionals - income and wealth - social exclusion - marginalization - fragmentation - proletarianisation - social mobility - class identity and culture - other relevant response Candidates may refer to sociological studies and writing by: - Ball - Bourdieu - Bernstein - Cohen - Becker - Braverman - Oppenheim - Adonis and Pollard - Other relevant response drawn from other units of study The impact on social class inequality of ethnicity, gender and age may be compared or contrasted with class, as well as the intersection/interrelationship of these dimensions. Contemporary examples might include: - recent patterns in educational achievement - unemployment and work experience in the economic recession/crisis		communication will be good, presenting appropriate material in an accurate and coherent manner, with few errors of grammar, punctuation and spelling. *Responses at this level are likely to discuss 3 or more aspects of social life.* **Level 2: 4-6 marks** Candidates show a basic knowledge and understanding of working class disadvantage in society. The knowledge displayed is appropriate but lacks breadth or depth, however the candidate is aware of some basic patterns or examples of working class disadvantage. Knowledge and understanding of sociological evidence may be partial, inaccurate and undeveloped.The quality of written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling. **Level 1: 1-3 marks** Candidates show a limited knowledge and understanding of working class disadvantage in society. The knowledge displayed is appropriate but lacks breadth or depth, and is often inaccurate and assertive. The response demonstrates very little awareness of sociological evidence and presents mainly anecdotal and personal material. The quality of written communication will be limited, presenting some sociological material with very limited coherence and many errors of grammar, punctuation and spelling. **0 marks** No relevant sociological knowledge or understanding displayed.

Question			Answer	Mark	Guidance
			• patterns of child poverty • increasing gap between rich and poor and the distribution of wealth • other relevant response		**AO2a: Interpretation and Application** **Level 5: 5 marks** Candidates show an excellent ability to interpret sociological knowledge and understanding and apply them to the concept of working class disadvantage. The material is clearly, explicitly and consistently related to the question. **Level 4: 4 marks** Candidates show a very good ability to interpret sociological knowledge and understanding and apply them to the concept of working class disadvantage. The material is clearly and consistently related to the question. **Level 3: 3 marks** Candidates show a good ability to interpret sociological knowledge and understanding and apply them to the concept of working class disadvantage. The material is clearly related to the question occasionally. **Level 2: 2 marks** Candidates show a basic ability to interpret sociological knowledge and understanding and apply them to the concept of working class disadvantage. The material is related to the question mainly implicitly. **Level 1: 1 mark** Candidates show a limited ability to interpret sociological knowledge and understanding and apply them to the concept of working class disadvantage. The material is related to the question only implicitly and not made explicit. **0 marks** No relevant interpretation or application.

Question	Answer	Mark	Guidance
(b)	**AO1: Knowledge and Understanding** Indicative Content Marxist explanations of social class inequality should be presented and described. The following concepts may be identified and discussed: • class • exploitation and oppression • conflict • ruling class • bourgeoisie and proletariat • means of production • capitalism • class consciousness • false consciousness and ideology • polarisation • superstructure and infrastructure • economic, social and cultural capital • reserve Army of Labour • neo-marxism • power • status • relations of production • other relevant response Candidates may refer to writers such as: • Marx • Engels • Bourdieu • Westergaard and Resler • Gramsci • Dahrendorf • other relevant response	40	**AO1: Knowledge and Understanding** **Level 5: 13-15 marks** Candidates show an excellent knowledge and understanding of Marxist explanations of social class inequality. The response demonstrates considerable depth, detail and accuracy of a wide range of sociological evidence and material, with a strong focus on sociological theory and a holistic approach to sociological thinking. Responses are presented in a confident and purposeful manner. The quality of written communication will be excellent, presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling. **Level 4: 10-12 marks** Candidates show a very good knowledge and understanding of Marxist explanations of social class inequality. The response shows wide ranging and detailed knowledge and understanding, with an emphasis on sociological theory, although lacks the depth of the band above. The response demonstrates good sociological understanding of explanations of social class inequality and a holistic approach to sociological thinking. The quality of written communication will be very good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling. **Level 3: 7-9 marks** Candidates show a good knowledge and understanding of Marxist explanations of social class inequality. The knowledge is appropriate and *either* wide ranging *or* detailed. There will be some understanding of sociological theory and concepts but not fully developed. The quality of written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.

Question	Answer	Mark	Guidance
	Class 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 social class inequality and difference may be explored and/or juxtaposed, for example neo-Marxist, functionalist, feminist, postmodern and Weberian. Structural and cultural approaches to explaining social class inequality may be explored. The impact on inequality of ethnicity, gender and age may be compared or contrasted with social class, as well as the intersection/interrelationship of these dimensions.		**Level 2: 4-6 marks** Candidates show a basic knowledge and understanding of Marxist explanations of social class inequality. The knowledge displayed is appropriate but lacks breadth or depth however the candidate is aware of some areas of social class inequality and demonstrates a core understanding of some theory. Knowledge and understanding of theory may be partial, inaccurate and undeveloped.The quality of written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling. **Level 1: 1-3 marks** Candidates show a limited knowledge and understanding of Marxist explanations of social class inequality. The knowledge displayed is appropriate but lacks breadth or depth. The response demonstrates very little awareness of sociological evidence and presents mainly anecdotal and personal material. The quality of written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling. **0 marks** No relevant sociological knowledge or understanding displayed. **AO2a: Interpretation and Application** **Level 5: 5 marks** Candidates show an excellent ability to interpret sociological knowledge and apply it to Marxist explanations of social class inequalities. The material is clearly, explicitly and consistently related to the question.

Question			Answer	Mark	Guidance
					Level 4: 4 marks Candidates show a very good ability to interpret sociological knowledge and apply it to Marxist explanations of social class inequalities. The material is clearly and consistently related to the question. **Level 3: 3 marks** Candidates show a good ability to interpret sociological knowledge and apply it to sociological explanations of social class inequalities. The material is clearly related to the question occasionally. **Level 2: 2 marks** Candidates show a basic ability to interpret sociological knowledge and apply it to Marxist explanations of social class inequalities. 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 Marxist explanations of social class inequalities. The material is related to the question only implicitly and not made explicit. **0 marks** No relevant interpretation or application.
			AO2b: Analysis and Evaluation Indicative Content Candidates are expected to evaluate Marxist explanations of social class inequality, presenting a range of strengths and/or weaknesses of these approaches to understanding social class inequality. Likely arguments might include:		**AO2b: Analysis and Evaluation** **Level 5: 17-20 marks** Candidates show an excellent ability to evaluate and analyse Marxist explanations of social class inequality. Responses offer a critical commentary on contemporary sociological debate drawing on a range of theoretical positions and conceptual arguments. Sustained evaluative skills are demonstrated throughout and the response has an analytical and discursive tone with a wide range of clear evaluative points, including some explicit evaluation of concepts and/or

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	• provides understanding of social class inequality and conflict • helps to explain social change • recognises economic dimension to inequality • focuses on structural aspects of social class inequality • understands limits to social mobility and barriers to removal of oppression • underestimates other dimensions to inequality and their inter-relationship – gender, age and ethnicity • under-emphasizes status, power and political processes in inequality – Weberian approaches • does not recognize consensual aspects of social life – functionalist approaches • underestimates other aspects of inequality that are features of identity, culture and status - postmodern approaches • does not recognise patriarchal and feminist approaches to social inequality • other relevant response Comparison of alternative theoretical explanations is expected, for example neo-Marxist, feminist, functionalist, postmodern and Weberian.		theoretical arguments and/or empirical evidence addressing both strengths and weaknesses in a balanced way. Responses at this level are likely to a have wide range of 5 or more developed evaluative points. **Level 4: 13-16 marks** Candidates show a very good ability to evaluate and analyse Marxist explanations of social class inequality. Responses will include a range of relevant evaluative arguments together with some precise points of evaluation of different theoretical approaches, addressing both strengths and weaknesses in a reasonably balanced way. Responses at this level are likely to make several developed evaluative points and go beyond juxtaposition. **Level 3: 9-12 marks** Candidates show a good ability to evaluate and analyse Marxist explanations of social class inequality. Candidates will raise some precise points of evaluation but may leave these undeveloped and unexplored. Some comparison and contrasting of different theoretical positions is present, but not fully developed or wide ranging. Responses may not be balanced in assessing strengths and weaknesses, but include both. Responses at this level are likely to juxtapose and have 2 or 3 undeveloped points of evaluation. **Level 2: 5-8 marks** Candidates show a basic ability to evaluate and analyse Marxist explanations of social class inequality. Candidates may offer simple evaluative points which are not explained or developed. Responses are likely to offer some generalised, evaluative points with little supporting evidence or argument. If present, different theoretical approaches are likely to be juxtaposed simply and implicitly. Responses may not include both strengths and weaknesses.

Question			Answer	Mark	Guidance
					Level 1: 1-4 marks Candidates show a limited ability to evaluate and analyse Marxist explanations of social class inequality. Responses may have at least one point of relevant evaluation, however this is likely to be minimal, assertive or tangential to the main issue. **0 marks** No relevant evaluation or analysis.
4	(a)		**AO1: Knowledge and Understanding** Indicative Content Candidates should draw upon their knowledge and understanding of the position of different ethnic groups 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 should discuss the relative advantage of ethnic groups in general and compare and contrast different ethnic groups. The following concepts may be identified and discussed:		**AO1: Knowledge and Understanding** **Candidates are expected to address the issue of advantage. Those who only discuss disadvantage can only reach level 3.** **Level 5: 13-15 marks** Candidates show an excellent knowledge and understanding of ethnic inequality. The knowledge is appropriate, wide ranging, accurate, detailed and in depth, including a range of different types of sociological evidence. The response demonstrates a deep sociological understanding of ethnic inequality and a holistic approach to thinking sociologically. Responses are presented in a confident and purposeful manner. The quality of written communication will be excellent, presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling. *Responses at this level are likely to discuss 3 or more aspects of social life. In addition, responses at this level will treat each area in detail and depth.* **Level 4: 10-12 marks** Candidates show a very good knowledge and understanding of ethnic inequality. The knowledge is appropriate, full, wide ranging and detailed, although lacks the depth of understanding of ethnic inequality shown in the band above. The quality of written

Question	Answer	Mark	Guidance
	• race • racism and institutional racism • migration • ethnicity • nationalism • host community • globalisation • ethnic penalty • economic, social and cultural capital • class • status • power • poverty • income and wealth • social exclusion • marginalisation • dual labour markets • situational constraints • access to power and political representation • differential academic achievement • other relevant response Candidates may refer to sociological studies and writing by: • Banton • Richardson and Lambert • Castles and Kosack • Rex • Miles • Cox • BCCCS • Lawrence • Gilroy		communication will be very good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling. *Responses at this level are likely to discuss 3 or more aspects of social life. In addition, responses at this level will treat each area in detail.* **Level 3: 7-9 marks** Candidates show a good knowledge and understanding of ethnic inequality. The knowledge is appropriate and *either* wide ranging *or* detailed. Sociological evidence will not be fully developed. The quality of written communication will be good, presenting appropriate material in an accurate and coherent manner, with few errors of grammar, punctuation and spelling. *Responses at this level are likely to discuss 3 or more aspects of social life.* **Level 2: 4-6 marks** Candidates show a basic knowledge and understanding of ethnic inequality. The knowledge displayed is appropriate but lacks breadth or depth. Knowledge and understanding of sociological evidence may be partial, inaccurate and undeveloped.The quality of written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling. **Level 1: 1-3 marks** Candidates show a limited knowledge and understanding of ethnic inequality. The knowledge displayed is appropriate but lacks breadth or depth, and is often inaccurate and assertive. The response demonstrates very little awareness of sociological evidence and presents mainly anecdotal and personal material. The quality of written communication will be limited, presenting some sociological material with very limited coherence and many errors of grammar, punctuation and spelling. **0 marks** No relevant sociological knowledge or understanding displayed.

Question	Answer	Mark	Guidance
	- Runnymede Trust - Said - Alexander - Abbas and Allen - Cohen - Pilkington - Hall - Modood - Rattansi - Malik - Other relevant response drawn from other units of study Sociological evidence may include theoretical, conceptual, empirical and contemporary examples. 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 Chinese and Indian advantage - Recent evidence about patterns of ethnic inequality in education and work		**AO2a: Interpretation and Application** **Candidates are expected to address the issue of advantage. Those who only discuss disadvantage can only reach level 3.** **Level 5: 5 marks** Candidates show an excellent ability to interpret sociological knowledge and understanding and apply them to patterns of ethnic inequality. The material is clearly, explicitly and consistently related to the question. **Level 4: 4 marks** Candidates show a very good ability to interpret sociological knowledge and understanding and apply them to patterns of ethnic inequality. The material is clearly and consistently related to the question. **Level 3: 3 marks** Candidates show a good ability to interpret sociological knowledge and understanding and apply them to patterns of ethnic inequality. The material is clearly related to the question occasionally. **Level 2: 2 marks** Candidates show a basic ability to interpret sociological knowledge and understanding and apply them to patterns of ethnic inequality. The material is related to the question mainly implicitly. **Level 1: 1 mark** Candidates show a limited ability to interpret sociological knowledge and understanding and apply them to patterns of ethnic inequality. The material is related to the question only implicitly and not made explicit. **0 marks** No relevant interpretation or application.

Question	Answer	Mark	Guidance
(b)	**AO1: Knowledge and Understanding** Indicative Content Weberian approaches to ethnic inequalities should be presented and described. The following concepts may be identified and discussed: • social action • culture and symbols • life chances • ethnic group • interests • race and ethnicity • racism and discrimination • migration • primordial approaches to ethnicity • instrumental or mobilisationist approaches to ethnicity • status • power • class • underclass • exploitation • capitalism • immigrant-host • assimilation • other relevant response Candidates may refer to Weberian writers such as: • Weber • Rex • Cohen		**AO1: Knowledge and Understanding** **Level 5: 13-15 marks** Candidates show an excellent knowledge and understanding of Weberian views of ethnic inequality. The response demonstrates considerable depth, detail and accuracy of a wide range of sociological evidence and material, with a strong focus on sociological theory and a holistic approach to sociological thinking. Responses are presented in a confident and purposeful manner. The quality of written communication will be excellent, presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling. **Level 4: 10-12 marks** Candidates show a very good knowledge and understanding of Weberian views of ethnic inequality. The response shows wide ranging and detailed knowledge and understanding, with an emphasis on sociological theory, although lacks the depth of the band above. The response demonstrates good sociological understanding and a holistic approach to sociological thinking. The quality of written communication will be very good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling. **Level 3: 7-9 marks** Candidates show a good knowledge and understanding of Weberian views of ethnic inequality. The knowledge is appropriate and *either* wide ranging *or* detailed. There will be some understanding of sociological theory and concepts but not fully developed. The quality of written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.

Question	Answer	Mark	Guidance
	• Miles • Erikson • Fenton • Brown • McKay • Richardson • Giddens • 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 Marxist, neo-Marxist, functionalist, feminist and postmodern. 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.		**Level 2: 4-6 marks** Candidates show a basic knowledge and understanding of Weberian views of ethnic inequality. The knowledge displayed is appropriate but lacks breadth or depth however the candidate is aware of a few concepts and/or a little sociological theory. Knowledge and understanding of theory may be partial, inaccurate and undeveloped.The quality of written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling. **Level 1: 1-3 marks** Candidates show a limited knowledge and understanding of Weberian views of ethnic inequality. The knowledge displayed is appropriate but lacks breadth or depth. The response demonstrates very little awareness of sociological evidence and presents mainly anecdotal and personal material. The quality of written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling. **0 marks** No relevant sociological knowledge or understanding displayed. **AO2a: Interpretation and Application** **Level 5: 5 marks** Candidates show an excellent ability to interpret sociological knowledge and apply it to Weberian views of ethnic inequality. The material is clearly, 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 Weberian views of ethnic inequality. The material is clearly and consistently related to the question.

Question	Answer	Mark	Guidance
			Level 3: 3 marks Candidates show a good ability to interpret sociological knowledge and apply it to Weberian views of ethnic inequality. The material is clearly related to the question occasionally. **Level 2: 2 marks** Candidates show a basic ability to interpret sociological knowledge and apply it to Weberian views of ethnic inequality. 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 Weberian views of ethnic inequality. The material is related to the question only implicitly and not made explicit. **0 marks** No relevant interpretation or application.
	AO2b: Evaluation and Analysis Indicative Content Candidates are expected to evaluate Weberian views of ethnic inequalities, presenting a range of strengths and/or weaknesses of this view and different theoretical interpretations of ethnic inequality in society. Likely arguments might include: • emphasizes social action based on common identity and culture • sees social change as a process of conflict over status and power related to ethnicity		**AO2b: Evaluation and Analysis** **Level 5: 17-20 marks** Candidates show an excellent ability to evaluate and analyse Weberian views of ethnic inequality. Responses offer a critical commentary on contemporary sociological debate drawing on a range of theoretical positions and conceptual arguments. Sustained evaluative skills are demonstrated throughout and the response has an analytical and discursive tone with a wide range of clear evaluative points, including some explicit evaluation of concepts and/or theoretical arguments and/or empirical evidence addressing both strengths and weaknesses in a balanced way. Responses at this level are likely to a have wide range of 5 or more developed evaluative points.

Question			Answer	Mark	Guidance
			- theory may be applied to many societies - emphasizes importance of ethnicity, culture, racism and discrimination in patterns of inequality - overemphasises differences between cultural groups - underestimates structural inequality in society - underemphasises class and wealth in equality, in comparison to Marxist approaches - doesn't acknowledge the way other aspects of inequality may reinforce each other eg age and gender - neglects changing nature, fluidity and eclectic nature of culture in postmodern society eg hybridity - other relevant response Comparison of alternative theoretical explanations is expected, for example Marxist, neo-Marxist, feminist, functionalist and postmodern.		**Level 4: 13-16 marks** Candidates show a very good ability to evaluate and analyse Weberian views of ethnic inequality. Responses will include a range of relevant evaluative arguments together with some precise points of evaluation of different theoretical approaches, addressing both strengths and weaknesses in a reasonably balanced way. Responses at this level are likely to make several developed evaluative points and go beyond juxtaposition. **Level 3: 9-12 marks** Candidates show a good ability to evaluate and analyse Weberian views of ethnic inequality. Candidates will raise some precise points of evaluation but may leave these undeveloped and unexplored. Some comparison and contrasting of different theoretical positions is present, but not fully developed or wide ranging. Responses may not be balanced in assessing strengths and weaknesses, but include both. Responses at this level are likely to juxtapose and have 2 or 3 undeveloped points of evaluation. **Level 3: 5-8 marks** Candidates show a basic ability to evaluate and analyse Weberian views of ethnic inequality. Candidates may offer simple evaluative points which are not explained or developed. Responses are likely to offer some generalised, evaluative points with little supporting evidence or argument. If present, different theoretical approaches are likely to be juxtaposed simply and implicitly. Responses may not include both strengths and weaknesses. **1-4 marks** Candidates show a limited ability to evaluate and analyse Weberian views of ethnic inequality. Responses will have at least one point of relevant evaluation; however this is likely to be minimal, assertive or tangential to the main issue. **0 marks** No relevant evaluation or analysis.