GCE

Sociology

Advanced GCE

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

Mark Scheme for June 2012

Annotations

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

Annotation	Meaning
?	Unclear
APP	Explicit application of source for questions 1 and 2
CON	Concept
DEV	Developed point
EG	Example
EVAL	Evaluation both positive and negative
I	Interpretation and application
J	Juxtaposition of theories without direct evaluation
KU	Knowledge and understanding
§	Irrelevant or not answering question
REP	Repetition
S	Study
T	Theory
U	Unsubstantiated/undeveloped/implicit

Question	Answer	Mark	Guidance
1	**AO1: Knowledge and Understanding** Candidates are expected to show knowledge and understanding of ethical issues and how they may affect sociological research, drawing upon the material in the source material and their own background knowledge from across the Specification to illustrate their responses. Ethical issues are generally regarded as aspects of research which may have an impact on the researcher, participants or interpretation and use of data which may not be considered appropriate or have moral implications. They are usually considered alongside theoretical and practical issues when designing, implementing and interpreting social research and data. Candidates are likely to refer to the BSA guidelines on ethics. Candidates may refer to concepts such as: • Sensitivity • Harm • Deception • Exploitation • Access • Informed consent • Privacy • Confidentiality • Anonymity • Sponsorship and funding • Bias • Media interest and publicity • Immediate and long term impact on participants/researcher	15	**AO1: Knowledge and Understanding** **Level 5: 9-10 marks** Candidates show an excellent knowledge and understanding of the nature and impact of ethical issues on sociological research. The response demonstrates considerable depth, detail and accuracy of a wide range of sociological knowledge and understanding of ethical issues in sociological research, with a strong focus on sociological 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. *The candidate is likely to discuss 3+ developed points about different ethical issues/implications/affects, possibly with some others that are undeveloped.* **Level 4: 7-8 marks** Candidates show a very good knowledge and understanding of the nature and impact of ethical issues on sociological research. The response shows wide ranging and detailed knowledge and understanding, with an emphasis on methodological issues, although lacks the depth of the band above (range and some detail). 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. *The candidate is likely to discuss 2+ developed points about different ethical issues/implications/affects, possibly with some others that are undeveloped OR a wide range of simple undeveloped points.*

Question	Answer	Mark	Guidance
	• Professional integrity • Respondent validation • Interpretive approaches • Positivist approaches • Feminist methodological approaches • other relevant response A range of ethical issues may be raised and illustrated by examples, for example of permission, access and the potential impact on the lives of those studied. Data can be used from the source material for illustrative purposes: e.g. • Confidentiality • Harm to company image • Disruption to the workplace • Using personal recommendations • Sensitive topic areas e.g. gender and class • Conflict of interests e.g. discussing trade unions within the workplace could cause conflict • Admitting to feelings of overwork and stress There are a number of examples of sociological research which candidates may use to illustrate ethical issues. These might include: • Humphreys • Barker • Burke • Weeks and James • Brannen • other relevant response		**Level 3: 5-6 marks** Candidates show a good knowledge and understanding of the nature and impact of ethical issues on sociological research. The response shows knowledge and understanding which is *either* wide ranging *or* detailed. There will be some understanding of methodology and concepts but generally not 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. *The candidate is likely to discuss 1+ developed points about different ethical issues/implications/affects, possibly with some others that are undeveloped OR a range of simple undeveloped points.* **Level 2: 3-4 marks** Candidates show a basic knowledge and understanding of the nature and impact of ethical issues on sociological research. The response lacks range and detail and may occasionally be unclear or inaccurate. Knowledge and understanding of methodology 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. *The candidate is likely to present 1/2 different ethical issues/implications/affects, simply and as undeveloped points.* **Level 1: 1-2 marks** Candidates show a limited knowledge and understanding of the nature and impact of ethical issues on sociological research. The response lacks breadth or depth, and shows

Question	Answer	Mark	Guidance
			some inaccuracy and lack of clarity; the candidate may simply describe an ethical issue. There may be very little sociological content 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 and impact of ethical issues on sociological research. **AO2a: Interpretation and Application** **Level 5: 5 marks** Candidates show an excellent ability to interpret sociological knowledge and apply it to ethical issues in sociological research. The material is clearly, explicitly and consistently related to the question and the source. **Level 4: 4 marks** Candidates show a very good ability to interpret sociological knowledge and apply it to ethical issues in sociological research. The material is clearly and explicitly related to the question and the source. **Level 3: 3 marks** Candidates show a good ability to interpret sociological knowledge and apply it to ethical issues in sociological research. The material is implicitly related to the question and/or source occasionally. **Level 2: 2 marks** Candidates show a basic ability to interpret sociological knowledge and apply it to ethical issues in sociological research. The material is partially relevant to the question and likely to be generalised and/or directly copies from the source.
	AO2a: Interpretation and Application Candidates are expected to: • interpret and apply their knowledge and understanding of ethical issues in sociological research; • Relate their answer to the research in the source - *understanding class and the experience of women at work*.		

Question	Answer	Mark	Guidance
			Level 1: 1 mark Candidates show a limited ability to interpret sociological knowledge and apply it to ethical issues in sociological research. The material is marginally relevant. **0 marks** No relevant sociological interpretation or application.
2	**AO1: Knowledge and Understanding** Candidates are expected to show knowledge and understanding of unstructured interviews and the strengths/weaknesses. Unstructured interviews are generally regarded as a verbal conversation between the researcher and the participant, normally face-to-face, but may be through technology such as telephones, video and the internet. Normally the researcher does not use a structured list of questions or detailed list of areas for investigation and discussion, but the interview is open ended around the broad topic area, which provides a guide for the interviewer rather than a fully pre-determined list of questions or topics. Usually the sample for unstructured interviews will be small due to the time and costs involved. Opportunity samples are those gathered without a systematic sampling frame and are based on availability. The evidence gathered may therefore be unrepresentative and make generalisation difficult. The method is generally regarded as providing high validity and low reliability, as there is scope for probing, reflection and clarification. However the method is more difficult to replicate. There is a chance that the interview discussion may not include all relevant areas of research.	25	**AO1: Knowledge and Understanding** **Level 5: 5 marks** Candidates show an excellent knowledge and understanding of unstructured interviews and related methodological issues and concepts. The response demonstrates considerable depth, detail and accuracy of a wide range of sociological knowledge and understanding of unstructured interviews, with a strong focus on sociological 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: 4 marks** Candidates show a very good knowledge and understanding of unstructured interviews and related methodological issues and concepts. The response is wide ranging with some detail, with an emphasis on sociological methodology 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.

Question	Answer	Mark	Guidance
	The method is most often associated with interpretive and ethnographic approaches to social research. Candidates may refer to concepts such as: • meanings and experiences • interpretive • ethnography • verstehen • empathy • rapport • qualitative data analysis • sample and sampling frame (if linked to small sample size due to the practical issues related to unstructured interviews; e.g. time and cost) • other relevant response Data can be used from the source material for illustrative purposes and/or from other sociological sources, from material associated with this unit, as well as other units in the Specification. Uses and examples may relate to sociological research and the development of policy and practice. Candidates are likely to refer to theoretical methodological issues • Interpretivism • Positivism • Realism • Feminists and concepts such as: • empathy • reflexivity		**Level 3: 3 marks** Candidates show a good knowledge and understanding of unstructured interviews and related methodological issues and concepts. The response shows knowledge and understanding which is *either* wide ranging *or* detailed. There will be some understanding of sociological methodology 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. **Level 2: 2 marks** Candidates show a basic knowledge and understanding of unstructured interviews and related methodological issues and concepts. The response lacks range and detail, and may occasionally be unclear or inaccurate; however the candidate does establish the basic meaning of unstructured interviews. Knowledge and understanding of methods 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 unstructured interviews and related methodological issues and concepts. The response shows some inaccuracy and lack of clarity; the candidate may simply describe research method(s) in general. There is very little sociological content. 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 unstructured interviews and methodological issues.

Question	Answer	Mark	Guidance
	- subjectivity and objectivity - validity – accuracy/truthfulness/reality of data gathered - reliability – comparability of data gathered - generalisability – the ability to apply evidence and conclusions to the wider population - representativeness – the degree to which the sample or participants typical of the wider population - other relevant response **AO2a: Interpretation and application** Candidates are expected to interpret and apply their knowledge and understanding of unstructured interviews as a research method and methodology in general in their response to the question. The response may also relate the selection or choice of unstructured interviews to the research aim – studying patterns of class inequality and women's aspirations of work. Candidates are likely to refer to methodological issues and concepts from the source such as: - access to representative samples of women - target population and sampling (working and middle class women) - gaining understanding of women's experiences and perceptions - seeing reality of social life for working women - developing rapport with the women - ethical issues in researching women at work - other relevant response		**AO2a: Interpretation and application** **Level 5: 5 marks** Candidates show an excellent ability to interpret sociological knowledge and apply it to unstructured interviews in sociological research. The material is clearly, explicitly and consistently related to the question and the source. **Level 4: 4 marks** Candidates show a very good ability to interpret sociological knowledge and apply it to unstructured interviews in sociological research. The material is clearly and explicitly related to the question and the source. **Level 3: 3 marks** Candidates show a good ability to interpret sociological knowledge and apply it to unstructured interviews in sociological research. The material is implicitly related to the question and/or source occasionally. **Level 2: 2 marks** Candidates show a basic ability to interpret sociological knowledge and apply it to unstructured interviews in sociological research. The material is partially relevant to the question and likely to be generalised and/or directly copied from the source.

Question	Answer	Mark	Guidance
			Level1: 1 mark Candidates show a limited ability to interpret sociological knowledge and apply it to unstructured interviews in sociological research. The material is marginally relevant. **0 marks** No relevant sociological interpretation or application.
	AO2b: Evaluation and analysis Candidates should discuss the advantages and disadvantages of unstructured interviews as a research method, especially in relation to the concepts of validity, reliability, representativeness and generalisability, and relate this to the context of the question, that of evaluating the view that unstructured interviews are the best way to study class inequality and women's aspirations of work. Candidates are likely to refer to methodological issues and concepts such as: • the influence of the researcher's culture, values and experience on the quality of data gathered and subsequent uses • objectivity • subjectivity • sample size effects(if linked to small sample size due to the practical issues related to unstructured interviews e.g. time and cost) • representative • generalise • validity • reliability		**AO2b: Evaluation and analysis** **Level 5: 13-15 marks** Candidates show an excellent ability to evaluate and analyse i.e. assess the view that unstructured interviews are the best way to study class inequality and women's aspirations of work. Sustained evaluative skills are demonstrated throughout and the response has an analytical and discursive tone. There will be a clear discussion of unstructured interviews for the purpose of the research, and a clear attempt to assess the value of this method i.e. makes a judgement in this context. Responses should offer a critical review of sociological methodology drawing upon theoretical and conceptual arguments. At this level the discussion will identify a wide range of advantages and disadvantages. The discussion will be explicitly related to the research context in a clear and consistent way. *The candidate is likely to discuss 3+ developed evaluative points, usually with some others that are undeveloped.* **Level 4: 10-12 marks** Candidates show a very good ability to evaluate and analyse i.e. assess the view that unstructured interviews are the best way to study class inequality and women's aspirations of work. There may be some reference to different

Question	Answer	Mark	Guidance
	• respondent validation • socially desirable responses • researcher effects • researcher imposition • demand characteristics • subject and researcher biases • fitness for purpose • the researcher's personal and emotional responses to the culture of participants • other relevant response Ethical issues may be raised, for example of permission, access and the potential impact on the lives of those studied.		methodological approaches. At the top of this band there will be a discussion of unstructured interviews in relation to the purpose of the research, and an attempt to assess the value of unstructured interviews in this context. There will be a range of evaluative points, though lacking depth and/or detail at times. The response will address both strengths and weaknesses. *The candidate is likely to discuss 2+ developed evaluative points, usually with some others that are undeveloped OR a wide range of undeveloped points.* **Level 3: 7-9 marks** Candidates show a good ability to evaluate and analyse i.e. assess the view that unstructured interviews are the best way to study class inequality and women's aspirations of work. Responses will raise some clear points of evaluation but may leave these under developed. The response may address both strengths and/or weaknesses. The discussion will be related to the research context occasionally. *The candidate is likely to discuss 1+ developed evaluative points, usually with some others that are undeveloped OR a range of undeveloped points.* **Level 2: 4-6 marks** Candidates show a basic ability to evaluate and analyse i.e. assess the view that unstructured interviews are the best way to study class inequality and women's aspirations of work. Responses are likely to offer some generalised, evaluative points with little supporting evidence or argument. The discussion may not be related to the research context, or merely implied. Use of concepts may be confused and/or partial.

Question			Answer	Mark	Guidance
					The candidate is likely to make 1/2 undeveloped evaluative points, with very little attempt to develop the ideas introduced.
					Level 1: 1-3 marks
					Candidates show a limited ability to evaluate and analyse i.e. assess the view that unstructured interviews are the best way to study class inequality and women's aspirations of work. Responses will include at least one point of very simple evaluation which may be implicit; however this is likely to be minimal, unbalanced, assertive or tangential to the main issue. The discussion of statistical trends and patterns 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 and how these affect life chances from different units within the specification. Areas of social life may include: • education and training • employment and unemployment • income and wealth • health and welfare • power and control at work • patterns of crime and deviance • promotion and career opportunities • other relevant response Types of sociological evidence may include: • Statistical data • Studies • Concepts • Contemporary examples • Theory The following concepts may be identified and discussed: • different social classes – ruling, upper, middle, working, lower, underclass • life chances • social mobility • occupational structure/access to work and employment	20	**AO1: Knowledge and Understanding** **Level 5: 13-15 marks** Candidates show an excellent knowledge and understanding of class and life chances. The knowledge is appropriate, wide ranging, accurate, detailed and in depth, including a range of different types of sociological evidence. 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. *The candidate is likely to discuss 3 or more areas of social life in some detail (usually 3 or more distinct points per area), possibly with some others that are undeveloped. Several different types of evidence will be used.* **Level 4: 10-12 marks** Candidates show a very good knowledge and understanding of class and life chances. The knowledge is appropriate, full, wide ranging with some detail. 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. *The candidate is likely to discuss 3 or more areas of social life (usually 3 or more points per area), possibly with 1/2 others that are undeveloped.* **Level 3: 7-9 marks** Candidates show a good knowledge and understanding of class and life chances. The knowledge is appropriate and *either* wide ranging *or* detailed. There will be some sociological evidence but it may not be developed. At the bottom of the level responses may lack precise supporting evidence. The quality of written communication will be good,

Question	Answer	Mark	Guidance
	- income and wealth - status - access to power and political representation - social exclusion - marginalization - fragmentation - social mobility - dual labour markets and reserve army of labour - embourgeoisement - proletarianisation - class identity and culture - other relevant response Candidates may refer to writers such as: - Saunders - Braverman - Lockwood - Goldthorpe - Murray - Giddens - Bourdieu - Charlesworth - Skeggs - Bottero - Wilkinson - Lobstein - Townsend - Other relevant response Contemporary examples might include: - Impact of economic recession on different classes - Inequality in education and health		presenting appropriate material in an accurate and coherent manner, with few errors of grammar, punctuation and spelling. *The candidate is likely to discuss 3 or more areas of social life (usually about 2/3 brief undeveloped points) OR 2 areas in some detail.* **Level 2: 4-6 marks** Candidates show a basic knowledge and understanding of class and life chances. The knowledge displayed is appropriate but lacks range and detail. 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. *The candidate is likely to discuss 1/2 areas of social life (usually about 1/2 brief undeveloped points per area) OR 1 area more fully.* **Level 1: 1-3 marks** Candidates show a limited knowledge and understanding of class and life chances. The knowledge displayed 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. *The response is likely to be no more than 1/2 points about class in general with no evidence.*

Question	Answer	Mark	Guidance
	• Continuing influence of private education and health on life chances • Increasing inequality in the distribution of wealth and income • Increasing rise and impact of poverty • Selection by mortgage • Access to internship • Other relevant response		**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 understanding and apply them to class and life chances. 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 class and life chances. The material is clearly and explicitly related to the question. **Level 3: 3 marks** Candidates show a good ability to interpret sociological knowledge and understanding and apply them to class and life chances. The material is related to the question occasionally and/or implicitly. **Level 2: 2 marks** Candidates show a basic ability to interpret sociological knowledge and understanding and apply them to class and life chances. The material is partially relevant to the question **Level1: 1 mark** Candidates show a limited ability to interpret sociological knowledge and understanding and apply them to class and life chances. The material is marginally relevant to the question.

Question			Answer	Mark	Guidance
					0 marks No relevant interpretation or application.
	(b)		**AO1: Knowledge and Understanding** *Marks are awarded for knowledge and understanding of functionalist approaches. This may be demonstrated in their outlining of functionalism and in their assessment of functionalism using other theoretical perspectives.* Indicative content Functionalist approaches to explaining social class stratification should be presented and described. The following concepts may be identified and discussed: • rules • norms • shared values • integration • role models • function • social system • meritocracy • role allocation and performance • rewards • functional prerequisites/necessities/importance • consensus • structure • social order • class • status • other relevant response	40	**AO1: Knowledge and Understanding** **Level 5: 13-15 marks** Candidates show an excellent knowledge and understanding of functionalist explanations of social class stratification. The knowledge is appropriate, wide ranging, accurate and detailed. The response demonstrates excellent sociological understanding of functionalist explanations of social class stratification. 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 functionalist explanations of social class stratification. The knowledge is appropriate, wide ranging and accurate with some detail. 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 social class stratification. The knowledge is appropriate and *either* wide ranging *or* detailed. The response demonstrates some sociological understanding of functionalist explanations of social class stratification although it may be under 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
	Candidates may refer to writers such as: • Durkheim • Parsons • Davis and Moore • Saunders (New Right) Social inequalities in different aspects of social life may be used to illustrate answers, such as education, employment, income and wealth, health and welfare, housing, political power, and patterns of crime and deviance.		**Level 2: 4-6 marks** Candidates show a basic knowledge and understanding of functionalist explanations of social class stratification. The knowledge displayed may be appropriate but lacks range and depth or the response may be generalised or partial. 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 functionalist explanations of social class stratification. There is very little sociological content. 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 the assessment of functionalist views of class stratification. 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 assessment of functionalist views of class stratification. The material is clearly and explicitly 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 the assessment of functionalist views of class stratification. The material is related to the question occasionally and/or it is implicit. **Level 2: 2 marks** Candidates show a basic ability to interpret sociological knowledge and apply it to the assessment of functionalist views of class stratification. The material is partially relevant to the question. **Level 1: 1 mark** Candidates show a limited ability to interpret sociological knowledge and apply it to the assessment of functionalist views of class stratification. The material is marginally relevant. **0 marks** No relevant interpretation or application.
			AO2b: Evaluation and Analysis Indicative Content Candidates are expected to evaluate functionalist explanations of social class stratification, presenting a range of strengths and/or weaknesses of these approaches to understanding social class stratification. Likely arguments might include: • emphasises social structure and consensus • highlights social order		**AO2b: Evaluation and Analysis** **Level 5: 17-20 marks** Candidates show an excellent ability to evaluate and analyse functionalist explanations of social class stratification. Responses will include a sustained analysis with a wide range of clear and developed evaluative points, addressing both strengths and weaknesses and drawing on 2 or more contrasting theoretical explanations. . *The candidate is likely to discuss 4+ developed evaluative points, usually with some others that are undeveloped.*

Question	Answer	Mark	Guidance
	• useful to understand common patterns across different societies • difficult to assess and measure functional importance • underplays dysfunctions and inequality of opportunity • neglects conflict, power and status • neglects gender, age and ethnicity • postmodern critiques – fractured identities; social networks • other relevant response Studies/theories used to evaluate could include: • Tumin • Marxist and Neo Marxist • Weber • Post Modernism • Interactionists • Feminists Comparison of alternative theoretical explanations is expected, for example Marxist, neo-Marxist, feminist, Weberian, new right, and post modern.		**Level 4: 13-16 marks** Candidates show a very good ability to evaluate and analyse functionalist explanations of social class stratification. Candidates will offer a range of developed evaluative points. *The candidate may discuss 3 developed evaluative points, usually with some others that are undeveloped.* **Level 3: 9-12 marks** Candidates show a good ability to evaluate and analyse functionalist explanations of social class stratification. Candidates will raise some points of evaluation but may leave these under developed. *The candidate may discuss 2 developed evaluative points or range of under developed points.* **Level 2: 5-8 marks** Candidates show a basic ability to evaluate and analyse functionalist explanations of social class stratification. Candidates are may offer juxtaposed responses usually contrasting one alternative theory or 2/3 simple criticisms which are not developed. **Level 1: 1-4 marks** Candidates show a limited ability to evaluate and analyse functionalist explanations of social class stratification. Responses will have at least one point of evaluation. **0 marks** No relevant evaluation or analysis.

Question			Answer	Mark	Guidance
4	(a)		**AO1: Knowledge and Understanding** Indicative Content Candidates should draw upon their knowledge and understanding of male advantage from different units within the specification. Candidates may focus upon the relative advantages and disadvantages of males and females. Allow evidence of female disadvantage if made relevant to the question. Aspects of male advantage that are likely to be identified and discussed are: • education (domination of classroom and stereotypical representation), role models, subject choice • family • employment • income and wealth • health and welfare and poverty • housing • political power • patterns of crime and deviance • portrayal within and use of the media • other relevant response Types of sociological evidence may include: • Statistical data • Studies • Concepts • Contemporary examples • Theory	20	**AO1: Knowledge and Understanding** **Level 5: 13-15 marks** Candidates show an excellent knowledge and understanding of male advantage. The knowledge is appropriate, wide ranging, accurate, detailed and in depth, including a range of different types of sociological evidence. 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. *The candidate is likely to discuss 3 or more areas of social life in some detail (usually 3 or more distinct points per area), possibly with some others that are undeveloped. Several different types of evidence will be used.* **Level 4: 10-12 marks** Candidates show a very good knowledge and understanding of male advantage. The knowledge is appropriate, wide ranging with some detail. 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. *The candidate is likely to discuss 3 or more areas of social life (usually 3 or more points per area), possibly with 1/2 others that are undeveloped.* **Level 3: 7-9 marks** Candidates show a good knowledge and understanding of male advantage. The knowledge is appropriate and *either* wide ranging *or* detailed. There will be some sociological evidence but it may not be developed. At the bottom of the level responses may lack precise supporting evidence. The quality of written communication will be good, presenting

Question			Answer	Mark	Guidance
			The following concepts may be identified and discussed: • patriarchy • status • power • stereotypical gender roles • glass ceiling/concrete ceiling/leaky pipeline • the double hump • glass cliff • dual labour market • class and occupational structure • reserve army • human capital theory • horizontal and vertical segregation of jobs • masculinities • access to power and political representation • other relevant response • triple shift Candidates may refer to writers such as: • Heasley • Groth • Farrell • Oakley • Greer • Walby • Pollert • Abbott et al • Hakim • Barron and Norris • McDowell • Adkins • Gilmore		appropriate material in an accurate and coherent manner, with few errors of grammar, punctuation and spelling. *The candidate is likely to discuss 3 or more areas of social life (usually about 2/3 brief undeveloped points) OR 2 areas in some detail.* **Level 2: 4-6 marks** Candidates show a basic knowledge and understanding of male advantage. The knowledge displayed is appropriate but lacks range and detail. 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. *The candidate is likely to discuss 1/2 areas of social life (usually about 1/2 brief undeveloped points per area) OR 1 area more fully.* **Level 1: 1-3 marks** Candidates show a limited knowledge and understanding of male advantage. The knowledge displayed 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. *The response is likely be no more than 1/2 points about class In general with no evidence.*

Question			Answer	Mark	Guidance
			• Seidler • Connell • Bernard • Beechy • Other relevant response The impact on gender inequality of ethnicity, age and class may be compared or contrasted with gender, as well as the intersection/interrelationship of these dimensions. Contemporary examples might include: • Patterns of educational achievement that show males out-performing females in certain high status areas e.g. science and engineering • Changes in the occupational structure and 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 e.g. male life expectancy/health worse generally • Portrayal of gender in media becoming more diverse but still male dominated • Roles in the family		**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 understanding and apply them to male advantage. 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 male advantage. The material is clearly and explicitly related to the question. **Level 3: 3 marks** Candidates show a good ability to interpret sociological knowledge and understanding and apply them to male advantage. The material is related to the question occasionally and/or implicitly. **Level 2: 2 marks** Candidates show a basic ability to interpret sociological knowledge and understanding and apply them to male advantage. The material is partially relevant to the question **Level1: 1 mark** Candidates show a limited ability to interpret sociological knowledge and understanding and apply them to male advantage. The material is marginally relevant to the question. **0 marks** No relevant interpretation or application.

Question	Answer	Mark	Guidance
4 (b)	**AO1: Knowledge and Understanding**	40	**AO1: Knowledge and Understanding**
	Indicative Content		**Level 5: 13-15 marks**
			Candidates show an excellent knowledge and understanding
	In outlining and assessing feminist explanations of gender		of feminists explanations of gender inequality. The
	inequality, the focus of responses is likely to be upon		knowledge is appropriate, wide ranging, accurate and
	feminist theoretical approaches, which should be		detailed. The response demonstrates excellent sociological
	presented and described. Discussion and comparison of		understanding of functionalist explanations of social class
	different feminist explanations/theoretical perspectives is		stratification. The quality of written communication will be
	expected. The following may be identified and discussed:		excellent, presenting appropriate material in a logical,
			accurate and coherent manner, with very few errors of
	Feminist theories:		grammar, punctuation and spelling.
	• Liberal Feminism		
	• Marxist Feminism		**Level 4: 10-12 marks**
	• Radical Feminism		Candidates show a very good knowledge and understanding
	• Black Feminism		of feminists explanations of gender inequality. The
	• Post Feminism / Equality Feminism		knowledge is appropriate, wide ranging and accurate with
			some detail. The quality of written communication will be very
	Concepts:		good, presenting appropriate material in a logical, accurate
	• gender		and coherent manner, with few errors of grammar,
	• sexual division of labour		punctuation and spelling.
	• sexism		
	• glass ceiling		**Level 3: 7-9 marks**
	• patriarchy		Candidates show a good knowledge and understanding of
	• vertical and horizontal segregation		feminists explanations of gender inequality The knowledge is
	• dual career		appropriate and *either* wide ranging *or* detailed. The
	• triple systems		response demonstrates some sociological understanding of
	• human capital		feminist theories although it may be under developed. The
	• socialisation		quality of written communication will be good, presenting
	• capitalism and social class		appropriate material in a logical, accurate and coherent
	• status		manner, with few errors of grammar, punctuation and
	• power		spelling.
	• ethnicity and race		
	• fragmentation		**Level 2: 4-6 marks**
			Candidates show a basic knowledge and understanding of

Question			Answer	Mark	Guidance
			• cultural differences • individualisation • identity • other relevant response Studies: • Walby • Firestone • Shulasmith • Millet • Hartmann • Oakley • Abbott • Collins • Mirza • Hakim • Derrida • Haste • other relevant response Gender inequalities in different aspects of social life may be used to illustrate answers, such as education, employment, income and wealth, health and welfare, housing, political power, and patterns of crime and deviance.		feminists explanations of gender inequality. The knowledge displayed may be appropriate but lacks range and depth or the response may be generalised or partial. 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 feminists explanations of gender inequality. There is very little sociological content. 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 the assessment of feminist explanations of gender 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 the assessment of feminist explanations of gender inequality. The material is clearly and explicitly 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 the assessment of feminist explanations of gender inequality. The material is related to the question occasionally and/or it is implicit. **Level 2: 2 marks** Candidates show a basic ability to interpret sociological knowledge and apply it to the assessment of feminist explanations of gender inequality. The material is partially relevant to the question. **Level 1: 1 mark** Candidates show a limited ability to interpret sociological knowledge and apply it to the assessment of feminist explanations of gender inequality. The material is marginally relevant. **0 marks** No relevant interpretation or application.
			AO2b: Evaluation and Analysis Indicative Content Candidates are expected to evaluate feminist explanations of gender inequality, presenting a range of strengths and/or weaknesses. Likely arguments might include: • Recognises the role of male power and dominance in creating gender inequality in the workplace • Values female contributions to societies, celebrates female cultures and recognises the role of women in the workplace		**AO2b: Evaluation and Analysis** **Level 5: 17-20 marks** Candidates show an excellent ability to evaluate and analyse of feminist explanations of gender inequality. Responses will include a sustained analysis with a wide range of clear evaluative points addressing both strengths and weaknesses *The candidate is likely to discuss 4+ developed evaluative points, usually with some others that are undeveloped.* **Level 4: 13-16 marks** Candidates show a very good ability to evaluate and analyse

Question			Answer	Mark	Guidance
			• Provides a theoretical basis for addressing gender inequalities in the workplace • Helps to understand the linking of gender inequality across different aspects of social life – family, education, media, crime, etc. • Doesn't provide an explanation of the origins of patriarchy historically or socially • The role of socialisation and biological influences not highlighted sufficiently • Underestimates the importance of class, race, ethnicity and age in inequality • Tends to underestimate the importance of concepts like status and power in understanding inequalities • Underestimates the changing and fragmented nature of social and gender inequality, diversity and culture • Doesn't acknowledge the way class and other aspects of inequality may reinforce each other, e.g. race and gender • other relevant response Feminist approaches may be compared to alternative theoretical explanations, for example Marxist, neo-Marxist, Weberian, functionalist and post modern.		feminist explanations of gender inequality. Candidates will offer a range of developed evaluative points. *The candidate may discuss 3 developed evaluative points, usually with some others that are undeveloped.* **Level 3: 9-12 marks** Candidates show a good ability to evaluate and analyse feminist explanations of gender inequality. Candidates will raise some points of evaluation but may leave these under developed. *The candidate may discuss 2 developed evaluative points or range of under developed points.* **Level 2: 5-8 marks** Candidates show a basic ability to evaluate and analyse feminist explanations of gender inequality. Candidates may offer juxtaposed responses usually contrasting one alternative theory or 2/3 simple criticisms which are not developed. **Level 1: 1-4 marks** Candidates show a limited ability to evaluate and analyse feminist explanations of gender inequality. Responses will have at least one point of evaluation. **0 marks** No relevant evaluation or analysis.

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