GCE

Sociology

Advanced GCE

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

Mark Scheme for January 2013

Annotations

Annotation	Meaning
🍄❓	Unclear
APP	Application/context
CON	Concept
DEV	Developed point
EG	Example
EVAL	Evaluation
I+A	Interpretation and application
J	Juxtaposition
KU	Knowledge and understanding
⦚	Not Relevant
REP	Repetition
S	Study
TH	Theory
U	Unsubstantiated/implicit

Question	Answer	Marks	Guidance	
			Content	**Levels of response**
1	**AO1: Knowledge and Understanding** Snowball sampling is the selection of people to take part in the research by finding people on the recommendation of others, usually through personal contacts. It is sometimes referred to as respondent-driven sampling or chain sampling. There is generally no sampling frame. The method is a form of purposive sampling and is a type of non-probability sampling. The sample is the group of people selected from the target population for a particular study. The population refers to all of the members of the group which is of interest to the research or of relevance to the study. The sampling frame is the list of people who make up the target population from which the sample is chosen. The sample size is the number of people chosen to take part in the study. Positivist, interpretive, realist, feminist and other research perspectives all use snowball samples to gather quantitative and qualitative data, though they are more often associated with qualitative/interpretive approaches. Snowball samples are used: • When the research population is not easy to find or contact eg deviant groups or criminals; very sensitive areas of research eg victims of abuse	10	Candidates may give examples of different types of sampling techniques to illustrate their answers in comparison to snowball samples, including: • random • stratified • quota • purposeful Candidates may refer to concepts such as: • collection and recording of data • data analysis • quantitative and qualitative approaches to evidence and data • validity • reliability • practicality • representative (sample of the wider population) • bias in sampling • generalise • population • other relevant response	**Level 5 (9–10 marks)** Candidates show an excellent knowledge and understanding of the nature, purpose and uses of snowball sampling. The response demonstrates detail and accuracy of a wide range of sociological material on snowball sampling with a strong focus on sociological concepts and/or theory. Candidates draw upon information from the source material and their wider knowledge. The quality of written communication will be excellent presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling. **Level 4 (7–8 marks)** Candidates show a very good knowledge and understanding of the nature, purpose and uses of snowball sampling. The response demonstrates some detail of a range of sociological material on snowball sampling with some focus on sociological concepts and/or theory; the material is generally accurate 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.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
			- To research groups like the deprived, the socially stigmatised and elites - When the population is difficult to access or get permission to research - When the population is rare and small - To find experts in a particular field or a particular type of person relevant to the research that is not very common - When the population is secretive, perhaps for legal or moral reasons - To make the research more manageable/practical - To reduce cost - To reduce the time involved - To ensure that the research is valid - To ensure that the research is reliable - To provide evidence to generalise to the wider population - Other reasonable response. An example of snowball sampling should be drawn from the source: - Snowball sample of 20 early retirees. There are many examples of snowball samples that may be drawn from general background knowledge of social research. These might include: - Laurie Taylor 1984 - Connell 1995 - Whyte 1955 - Patrick 1973 - Sudman and Freeman 1988		Data should be used from the source material for illustrative purposes and/or from other sociological sources, from material associated with this unit, as well as other units in the specification.	**Level 3 (5–6 marks)** Candidates show a good knowledge and understanding of the nature, purpose and uses of snowball sampling. The response shows knowledge and understanding which is *either* ranging *or* detailed. There will be some understanding of concepts but not fully developed. Responses are generally clear and accurate, though may contain some errors. Candidates draw upon information from the source material and/or their wider knowledge. The quality of written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling. **Level 2 (3–4 marks)** Candidates show a basic knowledge and understanding of the nature, purpose and uses of snowball sampling. The response lacks width and detail, and may occasionally be unclear or inaccurate, and contain errors; however the candidate does establish the basic meaning of snowball sampling and at least one use in research. Knowledge and understanding of concepts may be partial, inaccurate and undeveloped, or omitted. Candidates may draw upon information from the source material and/or wider knowledge. The quality of written communication will be basic, presenting some sociological material and some errors of grammar, punctuation and spelling.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
						Level 1 (1–2 marks) Candidates show a limited knowledge and understanding of the nature, purpose and uses of snowball sampling. The response lacks width and detail and shows considerable inaccuracy and lack of clarity; the candidate may simply describe an aspect of sampling and/or research methods in general. Candidates may/may not draw upon information from the source material or wider knowledge. The quality of written communication will be limited, presenting some sociological material with limited coherence and frequent errors of grammar, punctuation and spelling. **0 marks** No relevant sociological knowledge or understanding of the nature, purpose and uses of sampling.
			AO2a: Interpretation and Application Candidates are expected to interpret and apply their knowledge and understanding of snowball sampling 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 ageing within a youth subculture. A detailed understanding of this topic is not expected.	5	Candidates at the higher levels of response (L5 and L4) tend to refer back to the question/issue in a clear and explicit way. Most candidates will achieve a L3 and above if the material is generally relevant.	**AO2a: Interpretation and Application** **Level 5 (5 marks)** Candidates show an excellent ability to interpret sociological knowledge and apply it to the uses of snowball sampling in sociological research. The material is explicitly and consistently related to the question.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
					Candidates who do not use the source material cannot achieve above L3. Candidates at L1 tend to talk about research methods in general with snowball sampling being implicit.	**Level 4 (4 marks)** Candidates show a very good ability to interpret sociological knowledge and apply it to the uses of snowball sampling in sociological research. The material is related to the question. **Level 3 (3 marks)** Candidates show a good ability to interpret sociological knowledge and apply it to the uses of snowball sampling in sociological research. The material is generally related to the question. **Level 2 (2 marks)** Candidates show a basic ability to interpret sociological knowledge and apply it to the uses of snowball sampling in sociological research. The material is related to the question occasionally and mainly implicitly. **Level 1 (1 mark)** Candidates show a limited ability to interpret sociological knowledge and apply it to the uses of snowball sampling in sociological research. The material is only implicitly related to the question and mainly irrelevant. **0 marks** No relevant sociological interpretation or application.

Question	Answer	Marks	Guidance	
			Content	**Levels of response**
2	**AO1: Knowledge and Understanding** Candidates are expected to show knowledge and understanding of qualitative methods in research and related methodological issues. Qualitative methods within sociological research are generally regarded as the gathering of data and evidence that is in-depth, detailed and descriptive, rather than numerical or quantitative data in a statistical form. These methods usually focus on gathering information about the experience of social life from the point of view of the subjects/actors. They are interested in the meaning and subjective understanding of those being researched. The research is usually small scale and at a micro-level. Qualitative methods tend to be high in validity and low in reliability. They are favoured by interpretive and action theorists rather than positivist and structuralist approaches to research. Candidates should discuss the use of qualitative methods for this research problem – that of ageing in youth subcultures.	5	Candidates are likely to refer to methodological issues and concepts such as: • interpretive • positivist • qualitative • quantitative • realist • feminist • action • meanings and experiences • empathy • rapport • reflexivity • subjectivity and objectivity • validity – accuracy/ truthfulness/reality of data gathered • reliability – comparability of data gathered • representative • generalisable • replicable • ethical issues associated with qualitative methods • other relevant response	**AO1: Knowledge and Understanding** **Level 5 (5 marks)** Candidates show an excellent knowledge and understanding of the nature, purpose and uses of qualitative methods. The response demonstrates detail and accuracy of a wide range of sociological material with a strong focus on sociological theory and concepts. Candidates draw upon information from the source material and their wider knowledge. The quality of written communication will be excellent presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling. **Level 4 (4 marks)** Candidates show a very good knowledge and understanding of the nature, purpose and uses of qualitative methods. The response demonstrates some detail of a range of sociological material with some focus on sociological theory and concepts; the material is generally accurate although lacks the depth of the band above. 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.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
						Level 3 (3 marks) Candidates show a good knowledge and understanding of the nature, purpose and uses of qualitative methods. The response shows knowledge and understanding which is *either* ranging *or* detailed. There will be some understanding of sociological concepts but not fully developed, and possibly some reference to theory. Responses are generally clear and accurate, though may contain some errors. Candidates draw upon information from the source material and/or their wider knowledge. The quality of written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling. **Level 2 (2 marks)** Candidates show a basic knowledge and understanding of the nature, purpose and uses of qualitative methods. The response lacks width and detail and may occasionally be unclear or inaccurate, and contain errors; however the candidate does establish the basic meaning of qualitative methods. Knowledge and understanding concepts may be partial, inaccurate and undeveloped, or omitted. Candidates may draw upon information from the source material and/or wider knowledge. The quality of written communication will be basic, presenting some sociological material and some errors of grammar, punctuation and spelling.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
						Level 1 (1 mark) Candidates show a limited knowledge and understanding of the nature, purpose and uses of qualitative methods. The response lacks width and detail, and shows considerable inaccuracy and lack of clarity; the candidate may simply describe an aspect of the method and/or research methods in general. Candidates may/may not draw upon information from the source material or wider knowledge. The quality of written communication will be limited, presenting some sociological material with limited coherence and frequent errors of grammar, punctuation and spelling. **0 marks** No relevant sociological knowledge or understanding of the nature, purpose and uses of qualitative methods.

Question	Answer	Marks	Guidance	
			Content	**Levels of response**
	AO2a: Interpretation and Application Candidates are expected to interpret and apply their knowledge and understanding of qualitative methods 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 qualitative methods for this research problem is also expected. This may also relate to the study of the context and aspect of inequality and difference under consideration; that of ageing in youth subcultures. A detailed understanding of this topic is not expected. The response may also relate the selection or choice of qualitative methods to the research aim.	5	In addition to those listed above for A01, candidates are likely to refer to methodological issues and concepts such as: • access • target population • sampling • gaining understanding of meaning and purpose • seeing reality of social life • developing rapport • ethical issues • fitness for purpose • other relevant response Candidates at the higher levels of response (L5 and L4) tend to refer back to the question/issue in a clear and explicit way. Most candidates will achieve a L3 and above if the material is generally relevant. Candidates who do not use the source material cannot achieve above L3.	**AO2a: Interpretation and Application** **Level 5 (5 marks)** Candidates show an excellent ability to interpret sociological knowledge and apply it to the uses of qualitative methods in sociological research. The material is explicitly and consistently related to the question. **Level 4 (4 marks)** Candidates show a very good ability to interpret sociological knowledge and apply it to the uses of qualitative methods in sociological research. The material is related to the question. **Level 3 (3 marks)** Candidates show a good ability to interpret sociological knowledge and apply it to the uses of qualitative methods in sociological research. The material is generally related to the question. **Level 2 (2 marks)** Candidates show a basic ability to interpret sociological knowledge and apply it to the uses of qualitative methods in sociological research. The material is related to the question occasionally and mainly implicitly.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
					Candidates at L1 tend to talk about research methods in general with qualitative methods being implicit.	**Level 1 (1 mark)** Candidates show a limited ability to interpret sociological knowledge and apply it to the uses of qualitative methods in sociological research. The material is only implicitly related to the question and mainly irrelevant. **0 marks** No relevant sociological interpretation or application.
			AO2b: Analysis and Evaluation Candidates should discuss the advantages and disadvantages of qualitative methods, especially in relation to the concepts of validity, reliability, representativeness and generalisability, and relate this to the context of the question, that of understanding the experience of ageing in youth subcultures.	15	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 • reflexivity • sample size effects • access to sample • representative • generalise • validity • reliability • respondent validation • desirable responses • researcher effects	**AO2b: Analysis and Evaluation** **Level 5 (13–15 marks)** Candidates show an excellent ability to evaluate and analyse ie assess the view that qualitative methods provide the best way to understand ageing in youth subcultures. Sustained evaluative skills are demonstrated throughout and the response has an analytical and discursive tone. There will be a clear discussion of qualitative methods 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.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
					• researcher imposition • subject and researcher biases • fitness for purpose • other relevant response Ethical issues may be raised, for example of confidentiality, permission, access and the potential impact on the lives of those studied.	**Level 4 (10–12 marks)** Candidates show a very good ability to evaluate and analyse ie assess the view that qualitative methods provide the best way to understand ageing in youth subcultures. Responses will include a range of relevant evaluative arguments together with some precise points of evaluation of qualitative and/or other methodological approaches. There will be a discussion of qualitative methods for the purpose of the research, and an attempt to draw a conclusion about the value of this method in this context. The evaluation will be balanced, though lacking depth and/or detail at times. The discussion will be related to the research context. **Level 3 (7–9 marks)** Candidates show a good ability to evaluate and analyse ie assess the view that qualitative methods provide the best way to understand ageing in youth subcultures. Responses will raise a few 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.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
						Level 2 (4–6 marks) Candidates show a basic ability to evaluate and analyse ie assess the view that qualitative methods provide the best way to understand ageing in youth subcultures. Responses are likely to offer a few 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. **Level 1 (1–3 marks)** Candidates show a limited ability to evaluate and analyse ie assess the view that qualitative methods provide the best way to understand ageing in youth subcultures. Responses may include a one point of evaluation; however this is likely to be minimal, unbalanced, assertive or tangential to the main issue. Evaluation is implicit. The discussion may not be related to the research context. **0 marks** No relevant sociological evaluation or analysis.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
3	a		**AO1: Knowledge and Understanding** Candidates should draw upon their knowledge and understanding of upper class advantage within the class structure of the contemporary UK. Aspects of upper class advantage that are likely to be identified and discussed are: • education • family • employment • income and wealth • health and welfare • housing • political power • patterns of crime and deviance • other relevant response Sociological evidence may include empirical studies, data, contemporary examples, concepts, and theoretical material if relevant. The following concepts may be identified and discussed: • elites • aristocracy • ruling class • economic, social and cultural capital • class • status • poverty	15	Candidates may refer to sociological studies and writing by: • Marx • Weber • Westergaard and Resler • Larkin • Saunders • Scott • Lansley • Ehrenreich • Miliband • Poulantzas • Other relevant response drawn from other units of study Contemporary examples might include: • increasing gap between rich and poor and the distribution of wealth • recent patterns in educational achievement • unemployment and	**AO1: Knowledge and Understanding** **Level 5 (13–15 marks)** Candidates show an excellent knowledge and understanding. The response demonstrates detail and accuracy of a wide range of sociological material with a strong focus on 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. **Level 4 (10–12 marks)** Candidates show a very good knowledge and understanding. The response demonstrates some detail of a range of sociological material with some focus on sociological evidence; the material is generally accurate although lacks the depth of the band above. The quality of written communication will be very good presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling. **Level 3 (7–9 marks)** Candidates show a good knowledge and understanding. The response shows knowledge and understanding which is *either* ranging *or* detailed. There will be some understanding of sociological evidence and concepts but not fully developed. Responses are generally clear and accurate, though may

Question	Answer	Marks	Guidance	
			Content	**Levels of response**
	- situational constraints - different social classes – ruling, upper, middle, working, lower, underclass - increasing inequality in the distribution of wealth - dual labour market - income and wealth - social exclusion - marginalization - fragmentation - proletarianisation - embourgeoisement - social mobility - class identity and culture - other relevant response		work experience in the economic recession/crisis - patterns of child poverty - impact of increased taxation and withdrawal of benefits - other relevant response	contain some errors. The quality of written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling. **Level 2 (4–6 marks)** Candidates show a basic knowledge and understanding of evidence. The response lacks width and detail, and may occasionally be unclear or inaccurate, and contain errors. Knowledge and understanding of evidence and concepts may be partial, inaccurate and undeveloped, or omitted. The quality of written communication will be basic, presenting some sociological material and some errors of grammar, punctuation and spelling. **Level 1 (1–3 marks)** Candidates show a limited knowledge and understanding of evidence. The response lacks width and detail, and shows considerable inaccuracy and lack of clarity; the candidate may simply describe an aspect of inequality in general. The quality of written communication will be limited, presenting some sociological material with limited coherence and frequent errors of grammar, punctuation and spelling. **0 marks** No relevant sociological knowledge or understanding.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
			AO2a: Interpretation and Application Candidates are expected to interpret and apply their knowledge and understanding of evidence about upper class advantage in their response to the question.	5	Candidates at the higher levels of response (L5 and L4) tend to refer back to the question/issue in a clear and explicit way. Most candidates will achieve a L3 and above if the material is generally relevant. Candidates who do not use the Source material cannot achieve above L3. Candidates at L1 tend to talk about inequality in general with upper class position being implicit.	**AO2a: Interpretation and Application** **Level 5 (5 marks)** Candidates show an excellent ability to interpret sociological knowledge and apply it. The material is explicitly and consistently related to the question. **Level 4 (4 marks)** Candidates show a very good ability to interpret sociological knowledge and apply it. The material is related to the question. **Level 3 (3 marks)** Candidates show a good ability to interpret sociological knowledge and apply it. The material is generally related to the question. **Level 2 (2 marks)** Candidates show a basic ability to interpret sociological knowledge and apply it. The material is related to the question occasionally and mainly implicitly. **Level 1 (1 mark)** Candidates show a limited ability to interpret sociological knowledge and apply it. The material is only implicitly related to the question and mainly irrelevant. **0 marks** No relevant sociological interpretation or application.

Question	Answer	Marks	Guidance
			Content	**Levels of response**
(b)	**AO1: Knowledge and Understanding** Weberian and other approaches to social class inequalities should be presented and described. The following concepts may be identified and discussed: • social action • culture and symbols • life chances • interests • status • power • class • party • underclass • exploitation • capitalism • other relevant response	15	Social 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 inequality and difference may be explored and/or juxtaposed, for example Marxist, neo-Marxist, functionalist, feminist and post-modern. The impact on social class of ethnicity, gender and age may be compared or contrasted with social class, as well as the intersection/ interrelationship of these dimensions. Candidates may refer to Weberian writers such as: • Weber • Runciman • Crompton • Parry • McDonald • Fielding • Giddens • Goldthorpe	**AO1: Knowledge and Understanding** **Level 5 (13–15 marks)** Candidates show an excellent knowledge and understanding of Weberian explanations of social class inequality. The response demonstrates detail and accuracy of a wide range of sociological material with a strong focus on sociological theory and 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. **Level 4 (10–12 marks)** Candidates show a very good knowledge and understanding of Weberian explanations of social class inequality. The response demonstrates some detail of a range of sociological material with some focus on sociological concepts and theory; the material is generally accurate although lacks the depth of the band above. The quality of written communication will be very good presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling. **Level 3 (7–9 marks)** Candidates show a good knowledge and understanding of Weberian explanations of social class inequality. The response shows knowledge and understanding which is *either* ranging *or* detailed. There will be some understanding of sociological theory and concepts but not fully developed. Responses

Question	Answer	Marks	Guidance	
			Content	**Levels of response**
			- Savage - Devine - Newby - other relevant response	are generally clear and accurate, though may contain some errors. The quality of written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling. **Level 2 (4–6 marks)** Candidates show a basic knowledge and understanding of Weberian explanations of social class inequality. The response lacks width and detail, and may occasionally be unclear or inaccurate, and contain errors. Knowledge and understanding of concepts may be partial, inaccurate and undeveloped, or omitted. The quality of written communication will be basic, presenting some sociological material and some errors of grammar, punctuation and spelling. **Level 1 (1–3 marks)** Candidates show a limited knowledge and understanding of Weberian explanations of social class inequality. The response lacks width and detail, and shows considerable inaccuracy and lack of clarity; the candidate may simply describe an aspect of inequality in general. The quality of written communication will be limited, presenting some sociological material with limited coherence and frequent errors of grammar, punctuation and spelling. **0 marks** No relevant sociological knowledge or understanding.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
			AO2a: Interpretation and Application Candidates are expected to interpret and apply their knowledge and understanding of Weberian approaches to social class inequalities in their response to the question.	5	Candidates at the higher levels of response (L5 and L4) tend to refer back to the question/issue in a clear and explicit way. Most candidates will achieve a L3 and above if the material is generally relevant. Candidates who do not use the Source material cannot achieve above L3.	**AO2a: Interpretation and Application** **Level 5 (5 marks)** Candidates show an excellent ability to interpret sociological knowledge and apply it to Weberian explanations of social class. The material is explicitly and consistently related to the question. **Level 4 (4 marks)** Candidates show a very good ability to interpret sociological knowledge and apply it to Weberian explanations of social class. The material is related to the question. **Level 3 (3 marks)** Candidates show a good ability to interpret sociological knowledge and apply it to Weberian explanations of social class. The material is generally related to the question. **Level 2 (2 marks)** Candidates show a basic ability to interpret sociological knowledge and apply it to Weberian explanations of social class. The material is related to the question occasionally and mainly implicitly.
					Candidates at L1 tend to talk about inequality in general with Weberian explanations of social class being implicit.	**Level 1 (1 mark)** Candidates show a limited ability to interpret sociological knowledge and apply it to Weberian explanations of social class. The material is only implicitly related to the question and mainly irrelevant. **0 marks** No relevant sociological interpretation or application.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
			AO2b: Analysis and Evaluation Candidates are expected to evaluate Weberian explanations of social class inequalities, presenting a range of strengths and/or weaknesses of this view and different theoretical interpretations of social class in society. Likely arguments might include: • emphasises social action based on common identity and culture • sees social change as a process of conflict over status and power related to ethnicity • theory may be applied to many societies • emphasises importance of status and power in patterns of inequality • underemphasises structural in society • underemphasises class and wealth in inequality, in comparison to Marxist approaches • doesn't acknowledge the way other aspects of inequality may reinforce each other, eg age, ethnicity and gender • neglects changing nature, fluidity and eclectic nature of culture in post modern society • other relevant response. Comparison of alternative theoretical explanations is expected, for example Marxist, neo-Marxist, feminist, functionalist and post-modern.	20		**AO2b: Analysis and Evaluation** **Level 5 (17–20 marks)** Candidates show an excellent ability to evaluate and analyse Weberian explanations of social class inequalities. Sustained evaluative skills are demonstrated throughout and the response has an analytical and discursive tone. Responses should offer a critical review of Weberian explanations of social class 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. There will be a discussion of different theoretical approaches, and a clear conclusion about the value of Weberian approaches. **Level 4 (13–16 marks)** Candidates show a very good ability to evaluate and analyse Weberian explanations of social class inequalities. Responses will include a range of relevant evaluative arguments together with some precise points of evaluation. There will be a discussion of different theoretical approaches, and an attempt to draw a conclusion about the value of Weberian approaches. The evaluation will be balanced, though lacking depth and/or detail at times. The discussion will be related to the research context.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
						Level 3 (9–12 marks) Candidates show a good ability to evaluate and analyse Weberian explanations of social class inequalities. Responses will raise a few clear points of evaluation but may leave these only partially developed. Different theoretical approaches are likely to be compared briefly. The evaluation is not necessarily balanced. The discussion will be explicitly related to the research context occasionally. **Level 2 (5–8 marks)** Candidates show a basic ability to evaluate and analyse Weberian explanations of social class inequalities. Responses are likely to offer a few generalised, evaluative points with little supporting evidence or argument. If present, different theoretical approaches are likely to be juxtaposed simply and implicitly. **Level 1 (1–4 marks)** Candidates show a limited ability to evaluate and analyse Weberian explanations of social class inequalities. Evaluation is implicit or minimal, unbalanced, assertive or tangential to the main issue. **0 marks** No relevant sociological evaluation or analysis.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
4	(a)		**AO1: Knowledge and Understanding** Candidates should draw upon their knowledge and understanding of age inequality from different units within the specification, particularly in relation to the elderly. Aspects of age inequality that are likely to be identified and discussed are: • education • family • employment • income and wealth • health and welfare • housing • poverty • political power • patterns of crime and deviance • other relevant response Candidates may discuss patterns of disadvantage between different age groups to highlight the position of the elderly. Sociological evidence may include empirical studies, data, contemporary examples, concepts, and theoretical material if relevant. The following concepts may be identified and discussed: • age structure • economic, social and cultural capital • status • poverty and material deprivation • labour markets	15	Candidates may refer to sociological studies and writing by: • Pilcher • Parsons • Hockey and James Bond et al • Townsend • Vincent • Oakley • Gannon • Prout and James • Featherstone and Hepworth • Blaikie • Other relevant response drawn from other units of study The impact on age inequality of ethnicity, gender and class may be compared or contrasted with age, as well as the intersection/interrelationship of these dimensions. Contemporary examples might include: • increasing gap between young, middle aged and elderly in the distribution of wealth	**AO1: Knowledge and Understanding** **Level 5 (13–15 marks)** Candidates show an excellent knowledge and understanding of elderly disadvantage. The response demonstrates detail and accuracy of a wide range of sociological material with a strong focus on 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. **Level 4 (10–12 marks)** Candidates show a very good knowledge and understanding of elderly disadvantage. The response demonstrates some detail of a range of sociological material with some focus on sociological evidence; the material is generally accurate although lacks the depth of the band above. The quality of written communication will be very good presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling. **Level 3 (7–9 marks)** Candidates show a good knowledge and understanding of elderly disadvantage. The response shows knowledge and understanding which is *either* ranging *or* detailed. There will be some understanding of sociological evidence and concepts but not

Question	Answer	Marks	Guidance

			Content	Levels of response
	- situational constraints - access to power and political representation - occupational structure - income, pensions and wealth - disengagement - life course - infantilisation - image and consumer culture - social exclusion - marginalisation - age identity and culture - other relevant response		- recent patterns/ changes in pension provision - unemployment and work experience in the economic recession/crisis by age group - patterns of poverty and material deprivation affecting the elderly - impact of increased taxation and withdrawal of benefits for the elderly - other relevant response	fully developed. Responses are generally clear and accurate, though may contain some errors. The quality of written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling. **Level 2 (4–6 marks)** Candidates show a basic knowledge and understanding of elderly disadvantage. The response lacks width and detail, and may occasionally be unclear or inaccurate, and contain errors. Knowledge and understanding of evidence and concepts may be partial, inaccurate and undeveloped, or omitted. The quality of written communication will be basic, presenting some sociological material and some errors of grammar, punctuation and spelling. **Level 1 (1–3 marks)** Candidates show a limited knowledge and understanding of elderly disadvantage. The response lacks width and detail, and shows considerable inaccuracy and lack of clarity; the candidate may simply describe an aspect of inequality in general. The quality of written communication will be limited, presenting some sociological material with limited coherence and frequent errors of grammar, punctuation and spelling. **0 marks** No relevant sociological knowledge or understanding.

Question	Answer	Marks	Guidance	
			Content	**Levels of response**
	AO2a: Interpretation and Application Candidates are expected to interpret and apply their knowledge and understanding of age inequality in their response to the question, and relate this to the particular position of the elderly.	5	Candidates at the higher levels of response (L5 and L4) tend to refer back to the question/issue in a clear and explicit way. Most candidates will achieve a L3 and above if the material is generally relevant. Candidates who do not use the Source material cannot achieve above L3. Candidates at L1 tend to talk about inequality in general with elderly disadvantage being implicit.	**AO2a: Interpretation and Application** **Level 5 (5 marks)** Candidates show an excellent ability to interpret sociological knowledge and apply it to elderly disadvantage. The material is explicitly and consistently related to the question. **Level 4 (4 marks)** Candidates show a very good ability to interpret sociological knowledge and apply it to elderly disadvantage. The material is related to the question. **Level 3 (3 marks)** Candidates show a good ability to interpret sociological knowledge and apply it to elderly disadvantage. The material is generally related to the question. **Level 2 (2 marks)** Candidates show a basic ability to interpret sociological knowledge and apply it to elderly disadvantage. The material is related to the question occasionally and mainly implicitly. **Level 1 (1 mark)** Candidates show a limited ability to interpret sociological knowledge and apply it to elderly disadvantage. The material is only implicitly related to the question and mainly irrelevant. **0 marks** No relevant sociological interpretation or application.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
	(b)		**AO1: Knowledge and Understanding** A number of different sociological approaches to explaining age inequality may be presented and described. The following concepts may be identified and discussed: • socialisation • transmission • norms and values • social roles • independence • transition • political economy of age • class • status • power • socio-economic differences • subcultures • identity • disengagement • other relevant response Candidates may refer to sociological writers such as: • Functionalist – Parsons; Eisenstadt; Hockey and James; Cumming and Henry • Marxist/Conflict – Bond, Briggs and Coleman; Townsend; Vincent; BCCCS • Feminist – Oakley; Firestone; Gannon; Wyness • Interpretive – Prout and James;	15	Age 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 age inequality and difference may be explored and/or juxtaposed, for example Marxist, neo-Marxist, functionalist, feminist, post modern and Weberian. Structural, action and cultural approaches to explaining age inequality may be explored. The impact on age inequality of ethnicity, gender and class may be compared or contrasted with age, as well as the intersection/ interrelationship of these dimensions.	**AO1: Knowledge and Understanding** **Level 5 (13–15 marks)** Candidates show an excellent knowledge and understanding of sociological explanations of age inequality. The response demonstrates detail and accuracy of a wide range of sociological material with a strong focus on sociological theories and concepts. The quality of written communication will be excellent presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling. **Level 4 (10–12 marks)** Candidates show a very good knowledge and understanding of sociological explanations of age inequality. The response demonstrates some detail of a range of sociological material with some focus on sociological theory and concepts; the material is generally accurate although lacks the depth of the band above. The quality of written communication will be 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 sociological explanations of

Question	Answer	Marks	Guidance	
			Content	**Levels of response**
	Hockey and James • Postmodern approaches – Pilcher; Featherstone and Hepworth; Blaikie; Jenks • Mayall • other relevant response			age inequality. The response shows knowledge and understanding which is *either* ranging *or* detailed. There will be some understanding of sociological theory and concepts but not developed. Responses are generally clear and accurate, though may contain some errors. The quality of written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling. **Level 2 (4–6 marks)** Candidates show a basic knowledge and understanding of sociological explanations of age inequality. The response lacks width and detail, and may occasionally be unclear or inaccurate, and contain errors. Knowledge and understanding of theory and concepts may be partial, inaccurate and undeveloped, or omitted. The quality of written communication will be basic, presenting some sociological material and some errors of grammar, punctuation and spelling. **Level 1 (1–3 marks)** Candidates show a limited knowledge and understanding of sociological explanations of age inequality. The response lacks width and detail, and shows considerable inaccuracy and lack of clarity; the candidate may simply describe an aspect of inequality in general. The quality of written communication will be limited, presenting some sociological material

Question	Answer	Marks	Guidance	
			Content	**Levels of response**
				with limited coherence and frequent errors of grammar, punctuation and spelling. **0 marks** No relevant sociological knowledge or understanding.
	AO2a: Interpretation and Application Candidates are expected to interpret and apply their knowledge and understanding of sociological explanations of age inequality in their response to the question.	5	Candidates at the higher levels of response (L5 and L4) tend to refer back to the question/issue in a clear and explicit way. Most candidates will achieve a L3 and above if the material is generally relevant. Candidates who do not use the Source material cannot achieve above L3. Candidates at L1 tend to talk about inequality in general with age inequality being implicit.	**AO2a: Interpretation and Application** **Level 5 (5 marks)** Candidates show an excellent ability to interpret sociological knowledge and apply it to sociological explanations of age inequality. The material is explicitly and consistently related to the question. **Level 4 (4 marks)** Candidates show a very good ability to interpret sociological knowledge and apply it to sociological explanations of age inequality. The material is related to the question. **Level 3 (3 marks)** Candidates show a good ability to interpret sociological knowledge and apply it to sociological explanations of age inequality. The material is generally related to the question. **Level 2 (2 marks)** Candidates show a basic ability to interpret sociological knowledge and apply it to sociological explanations of age inequality. The material is related to the question

Question	Answer	Marks	Guidance	
			Content	**Levels of response**
				occasionally and mainly implicitly. **Level 1 (1 mark)** Candidates show a limited ability to interpret sociological knowledge and apply it to sociological explanations of age inequality. The material is only implicitly related to the question and mainly irrelevant. **0 marks** No relevant sociological interpretation or application.
	AO2b: Analysis and Evaluation Candidates are expected to evaluate and assess sociological explanations of age inequality, presenting a range of strengths and/or weaknesses of these approaches to understanding age inequality. Likely arguments might include: • some provide understanding of social class and its impact on age inequality and conflict • some explanations help to explain social change and others stability in age inequality • some recognise economic/gender/ethnic dimension to age inequality • some focus on structural aspects of age inequality, others on social action • some understand limits to social mobility and barriers to removal of age inequality • some under-emphasise status, power	20		**AO2b: Analysis and Evaluation** **Level 5 (17–20 marks)** Candidates show an excellent ability to evaluate and analyse ie assess sociological explanations of age inequality. Sustained evaluative skills are demonstrated throughout and the response has an analytical and discursive tone. Responses should offer a critical review of sociological explanations drawing upon theoretical and conceptual arguments. At this level the discussion is likely to identify a wide range of issues/advantages/disadvantages in a balanced way. **Level 4 (13–16 marks)** Candidates show a very good ability to evaluate and analyse ie assess sociological explanations of age inequality. Responses will include a range of relevant evaluative

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
			and political processes in age inequality – as compared to Weberian approaches • some do not recognise consensual aspects of social life – as compared to functionalist approaches • some underestimate other aspects of inequality that are features of identity, culture and status – as compared to post modern approaches • some do not recognise patriarchal and feminist approaches to age inequality – as compared to feminist approaches • other relevant response Comparison of alternative theoretical explanations is expected, for example Marxist, neo-Marxist, feminist, functionalist, post-modern and Weberian.			arguments. The evaluation will be balanced, though lacking depth and/or detail. The discussion will be related to the research context. **Level 3 (9–12 marks)** Candidates show a good ability to evaluate and analyse ie assess sociological explanations of age inequality. Responses will raise a few clear points of evaluation but may leave these only partially developed. Different theoretical approaches are likely to be compared briefly. The evaluation is not necessarily balanced. The discussion will be explicitly related to the research context occasionally. **Level 2 (5–8 marks)** Candidates show a basic ability to evaluate and analyse ie assess sociological explanations of age inequality. Responses are likely to offer a few generalised, evaluative points with little supporting evidence or argument. If present, different theoretical approaches are likely to be juxtaposed simply and implicitly. **Level 1 (1–4 marks)** Candidates show a limited ability to evaluate and analyse ie assess sociological explanations of age inequality. Evaluation is implicit and likely to be minimal, unbalanced, assertive or tangential to the main issue. **0 marks** No relevant sociological evaluation or analysis.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning
Telephone: 01223 553998
Facsimile: 01223 552627
Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance
programme your call may be recorded or monitored