

GCE

Sociology

H580/02: Researching and understanding social inequalities

A Level

Mark Scheme for June 2022

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS**PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK PRACTICE AND STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

5. Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM

assessor, which will select the highest mark from those awarded. (The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. (The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)

Short Answer Questions (requiring a more developed response, worth two or more marks)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)














Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:
- there is nothing written in the answer space
- Award Zero '0' if:
- anything is written in the answer space and is not worthy of credit (this includes text and symbols).
- Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.
8. The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
- If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
	Knowledge and understanding point Q3 and 4: strength of the method
	Anecdotal/common sense/asociological point
	Q1-4: lip service to the source
	Developed Point: fully explained in a relevant way / detailed Q1 Interpretation/drawing conclusion from the data
	Underdeveloped: partially explained, requiring more depth
	Q1 – 4: To indicate data taken from the source to support the point On other questions: explicit application to the question (optional)
	Critical evaluation point for Q6 Q4 for weakness of the method
	Juxtaposition of alternative theories/ideas without direct/ explicit evaluation
	Unsubstantiated/ undeveloped/ implicit / accurate without explanation/ substantiation
	Unclear/confused/lacks sense/inaccurate
	Irrelevant material/ not clearly focused on question set
	Repetition
	Q4 highlight use of methodological theory

Highlight	Q5 highlight the way a person's age may affect opportunities in work and employment.
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MARK SCHEME

Question	Answer	Marks	Guidance
1	<p>Summarise two conclusions which sociologists might reach about patterns and trends in women graduating in STEM subjects from the data shown in Source A.</p> <p>AO2: Application Level 4: 4 marks The candidate shows an excellent ability to clearly and accurately summarise two conclusions which sociologists might reach from the data shown in Source A. At this level both points should explicitly refer to data in the source.</p> <p>Level 3: 3 marks The candidate shows a good ability to summarise two conclusions which sociologists might reach from the data shown in Source A. At this level answers will typically accurately summarise two conclusions but may only explicitly apply data in relation to one of them or accurately summarise one conclusion with data and one comparison of data without linking to a conclusion.</p> <p>Level 2: 2 marks The candidate shows a basic ability to interpret the data. Candidates will typically identify two conclusions but fail to explicitly identify any examples of data or they will clearly identify one conclusion and support it with relevant data or two comparisons of data without linking to conclusions.</p>	4 AO2 1b	<p>Candidates should identify conclusions from the source which are supported by the data.</p> <p>Candidates may base their conclusions on patterns, for example:</p> <ul style="list-style-type: none"> In 2017-18 a larger proportion of women graduated in physical and mathematical sciences at 42% and 39% respectively) than in engineering and technology or in computer science (both at 15%). <p>Or trends, for example:</p> <ul style="list-style-type: none"> The proportion of women graduating in STEM subjects changed very little between 2015-16 and 2017-18 with no change in Mathematical Sciences, Engineering and Technology, a small increase of 2% in physical sciences and a small decrease of 1% in computer sciences. <p>Any other reasonable conclusion should be credited, so long as it is supported by the data in the source. However, candidates need to summarise data in some way to draw a conclusion, rather than merely reading off statistics from the graph.</p>

		<p>Level 1: 1 mark The candidate shows a limited ability to interpret data, for example by outlining just one conclusion without supporting data or alternatively accurately citing a comparison of data without linking it to a conclusion.</p> <p>0 marks No ability to interpret data shown, e.g. the candidate misunderstands the data or interprets it entirely inaccurately.</p>		
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Question	Answer	Marks	Guidance
2	<p>With reference to Source B, explain two reasons sociologists need to consider representativeness in a large-scale study of unemployment in Britain.</p> <p>AO1: Knowledge and understanding 2 marks The candidate shows a clear understanding of two reasons sociologists need to consider representativeness in a large-scale study of unemployment in Britain.</p> <p>1 mark The candidate clearly explains one reason or shows a partial understanding of two reasons.</p> <p>0 marks No relevant knowledge or understanding.</p> <p>AO2: Application Level 4: 4 marks The candidate shows an excellent ability to apply evidence with a clear ability to support both reasons with material from Source B.</p> <p>Level 3: 3 marks The candidate shows a good ability to apply evidence from Source B, for example by showing a clear ability to support one reasons and some evidence to support a second, this is likely to be lip service.</p> <p>Level 2: 2 marks The candidate shows a basic ability to apply evidence from Source B, for example by using evidence to clearly support one of the reasons cited or showing some ability</p>	<p>6</p> <p>2 AO1 2a/2b</p> <p>4 AO2 1b</p>	<p>Examples of reasons sociologists need to consider representativeness include:</p> <ul style="list-style-type: none"> • To ensure that relevant groups within the population under study are adequately represented. For example in the source it cites the numbers in each category in the sample and the researchers appear to have tried to include representation of most of the main ethnic groups on the UK. • Candidates may also refer to representation in terms of social class, gender, age or other social characteristics though some of these may be harder to evidence from the source, However, the fact that the source cites data about unemployment levels of men compared to women suggests that both genders were adequately represented in the sample. • To allow for comparisons between groups. The discussion of findings in the source compares unemployment levels for different groups. This would only be possible if the authors had included a representative sample of different ethnic groups. • In order to generalise from the data. Although there are less than 3,000 in each of the minority samples and less than 42,000 in the White British Sample (both small fractions of the numbers in the whole UK population) it is possible to make generalisations, for example about the risks of unemployment for different groups if the samples truly represent members of their larger ethnic group in the UK population. • In order to exert a more powerful influence upon social policies e.g. by revealing the extent to which ethnic minorities have higher levels of unemployment. <p>Any other reasonable response should be credited.</p>

		<p>to support two reasons but with merely lip service to the source.</p> <p>Level 1: 1 mark The candidate shows a limited ability to apply evidence from Source B to support at least one reason. Typically reference made to the source is likely to be lip service only and refer to only one reason.</p> <p>0 marks No relevant application of material from the Source.</p>		
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Question	Answer	Marks	Guidance
3	<p>With reference to Source A, explain two advantages of using quantitative data to study gender inequalities.</p> <p>AO2: Application Level 4: 4 marks The candidate shows an excellent ability to apply data from Source A in answering the question. There is a clear application of source material in relation to both advantages identified.</p> <p>Level 3: 3 marks The candidate shows a good ability to apply data from Source A in answering the question. There is an attempt to apply the source material in relation to both the identified advantages but it is likely to be clearer in relation to one than the other.</p> <p>Level 2: 2 marks The candidate shows a basic ability to apply data from Source A in answering the question. There is a clear application of source material in relation one advantage or a less clear attempt to apply data to both with lip service.</p> <p>Level 1: 1 mark The candidate shows a limited ability to apply data from Source A in answering the question. There will be some attempt to apply at least one aspect of the data but it will lack clarity and it likely to be lip service only.</p> <p>0 marks No relevant application of data.</p>	10 4 AO2 1b	<p>To gain marks for application candidates must make reference to the data in Source A. Candidates who simply evaluate quantitative data in general may score marks for evaluation but not for application.</p> <p>Possible advantages might include:</p> <ul style="list-style-type: none"> • References to positivist theory and the use of such data to identify patterns and trends for example the data in the source shows trends over 3 years and patterns comparing different subjects. • The ability to correlate quantitative data, for example to show a relationship between gender and subjects studied at university. • The objective nature of such statistics as they are collected by reputable/official organisations such as UCAS. • The ability to quantify the extent of inequality. Using such data allows us to see the precise extent to which women are under-represented in STEM subjects. • The representativeness of such data as it is likely to be based on a large and nationally representative sample. For example UCAS is likely to have collected data from all the universities in the UK • The reliability of the research. UCAS appears to collect such data every year using similar methods and produces consistent findings suggesting it is reliable. • The research is valid as it accurately measures what it aims to i.e. the percentage of women graduating in each type of STEM subject. <p>Any other reasonable response should be rewarded.</p>

		<p>AO3: Analysis and evaluation</p> <p>Level 4: 5–6 marks The candidate shows an excellent ability to evaluate of the use of quantitative data to study gender inequalities by considering two advantages. Both points should be clearly developed and supported by methodological concept(s) and/or theory with reference to the study of gender inequalities. At the bottom of the level, one is likely to be less developed.</p> <p>Level 3: 4 marks The candidate shows a good ability to evaluate the use of quantitative data to study gender by considering two advantages. At least one point should be clearly developed and supported by methodological concept(s) and/or theory with reference to the study of gender inequalities. However, the development of the evaluation is likely to be uneven in terms of coverage of the two points with one idea likely to be underdeveloped.</p> <p>Level 2: 2–3 marks The candidate shows a basic ability to evaluate using quantitative data to study gender inequalities by considering two advantages with a less developed evaluation of both. Methodological concept(s) may be undeveloped or implicit. OR the candidate may consider only one advantage, offering a clear and developed evaluation supported by methodological concept(s) and/or theory.</p> <p>Level 1: 1 mark The candidate shows a limited ability to evaluate using quantitative data to study gender inequalities. Candidates will typically present a less developed evaluation focusing on just advantage.</p>	6 AO3 1/2	
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			<p>0 marks No relevant evaluation.</p>		
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Question	Answer	Marks	Guidance
4	<p data-bbox="255 209 286 231">*</p> <p data-bbox="353 209 1055 347">Using Source B and your wider sociological knowledge, explain and evaluate the use of longitudinal research for researching ethnic inequalities in relation to earnings and unemployment.</p> <p data-bbox="353 395 801 459">AO1: Knowledge and understanding Level 4: 4–5 marks</p> <p data-bbox="353 467 1055 746">The candidate shows an excellent knowledge and understanding of the use of longitudinal research for researching ethnic inequalities in relation to earnings and unemployment. The response will use a wide range of accurate methodological theory and concepts. There is a well–developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p data-bbox="353 754 1055 858"><i>There will typically be four well-developed methodological concepts or theories, or three well-developed with theory towards the bottom of the level.</i></p> <p data-bbox="353 938 555 962">Level 3: 3 marks</p> <p data-bbox="353 970 1055 1321">The candidate shows a good understanding of the use of longitudinal research for researching ethnic inequalities in relation to earnings and unemployment. Knowledge will have either range or depth. There will be some understanding of methodological concepts and/or theories but these may not be fully developed. Responses are generally clear and accurate, though may contain some errors. There is a line of reasoning presented with some structure. The information presented is in the most–part relevant and supported by some evidence.</p> <p data-bbox="353 1329 981 1393"><i>There will typically be two developed or three underdeveloped methodological concepts or theory.</i></p>	<p data-bbox="1086 209 1131 233">25</p> <p data-bbox="1086 459 1167 515">5 AO1 2a/2b</p>	<p data-bbox="1220 209 2004 384">AO1: Knowledge and Understanding Candidates should show an understanding of what is meant by longitudinal research i.e. research typically based on a social survey conducted on the same group of people over an extended period of time.</p> <p data-bbox="1220 427 2004 603">Discussion of the concepts of validity, reliability, representativeness and generalisability in relation to longitudinal research is also expected. This should relate to consideration of the context of the research i.e. for researching ethnic inequalities in relation to earnings and unemployment.</p> <p data-bbox="1220 646 2004 710">The response may also relate the selection or choice of methods to the research aim.</p> <p data-bbox="1220 753 2004 857">Candidates should be rewarded for appropriate understanding of the relevance of theoretical perspectives to their discussion e.g. interpretivism and positivism.</p>

		<p>Level 2: 2 marks The candidate shows a basic understanding of the use of longitudinal research for researching ethnic inequalities in relation to earnings and unemployment. The response lacks range and depth and may occasionally be unclear or inaccurate, and contain errors; however, the candidate does establish the basic meaning of longitudinal research. Knowledge and understanding of concepts may be partial, implicit, inaccurate or undeveloped. The information has some relevance and is presented with limited structure. <i>Typically there will be one developed methodological concept or theory or two underdeveloped, concepts and theory may be implicit.</i></p> <p>Level 1: 1 mark The candidate shows a limited understanding of the use of longitudinal research. The response lacks range and detail and may show considerable inaccuracy and/or lack of clarity. The candidate may simply describe an aspect of the method and/or research methods in general. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. <i>Typically there will be one underdeveloped idea or one or more undeveloped ideas without methodological concepts and theory.</i></p> <p>0 marks No relevant knowledge or understanding.</p>	5AO 2 1b	
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		<p>AO2: Application Level 4: 4–5 marks The candidate shows an excellent ability to relate the use of longitudinal research to researching ethnic inequalities in relation to earnings and unemployment in an explicit way. At the top of the level application will be wide ranging. The material will be related to the question.</p> <p>Level 3: 3 marks The candidate shows a good ability to relate the use of longitudinal research to researching ethnic inequalities in relation to earnings and unemployment. Some of the material may be more implicitly related to the question.</p> <p>Level 2: 2 marks The candidate shows a basic ability to relate the use of longitudinal research to researching ethnic inequalities in relation to earnings and unemployment. Explicit application is likely to be very narrow. The material is related to the question occasionally and mainly implicitly.</p> <p>Level 1: 1 mark The candidate shows a limited ability to relate the use of longitudinal research to researching ethnic inequalities in relation to earnings and unemployment. The material is only implicitly related to the question and mainly irrelevant or of marginal relevance.</p> <p>0 marks No relevant sociological application.</p>	<p>15 AO3 1/2/3</p>	<p>AO2: Application Candidates are expected to apply their knowledge and understanding of the use of longitudinal research and how this might be applied to the study of ethnic inequalities in relation to earnings and unemployment. Candidates are expected to apply material drawn from the Source in answering the question Ideas for application:</p> <ul style="list-style-type: none"> • Longitudinal approach allowed the researchers to analyse how levels of unemployment for different ethnic groups changed over time and the extent to which certain ethnic minorities were more likely to remain stuck in unemployment. • Size of sample important for comparing ethnic groups, to represent and compare • The research uses relatively objective measures such as being unemployed or level of income • Longitudinal research allowed different groups to show unemployment levels over a number of years whereas a conventional social survey merely offers a snapshot at one point in time, which showed spikes such as recession times and their long term effect • Ethically sensitive area which may affect research choices
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	<p>AO3: Analysis and evaluation Level 4: 12–15 marks The candidate shows an excellent ability to evaluate and analyse the usefulness of the use of longitudinal research to researching ethnic inequalities in relation to earnings and unemployment. Responses will include a wide range of explicit and relevant evaluative points and may make some comparison with other methodologies. There will be a discussion of longitudinal research in relation to the purpose of the research. The evaluation will be sustained, balanced and the discussion will be related to using longitudinal research in this research context. At the bottom of the level the evaluation may be slightly less developed. The candidate may reach a critical and reasoned conclusion. <i>There will typically be four well-developed points, or three well-developed points and one underdeveloped point towards the bottom of the level.</i></p> <p>Level 3: 8–11 marks The candidate shows a good ability to evaluate and analyse the usefulness of longitudinal research to researching ethnic inequalities in relation to earnings and unemployment. Responses will include a wide range or depth of explicit and relevant evaluative points and may make some comparison with other methodologies. Responses will raise a few clear points of evaluation but may leave these only partially developed. The evaluation is not necessarily balanced. At the top of the level points start to be developed. The candidate may reach a critical but brief conclusion. <i>There will typically be three developed evaluative points or six underdeveloped points. Towards the bottom of the level there may be two developed points or four underdeveloped points with some use of concepts/theory.</i></p>	<p>AO3: Analysis and evaluation Candidates should discuss the advantages and disadvantages of using longitudinal research, especially in relation to the concepts of validity, reliability, representativeness and generalisability, and relate this to the context of the question, researching ethnic inequalities in relation to earnings and unemployment.</p> <p>In terms of positive evaluation candidates might include:</p> <ul style="list-style-type: none"> • Positivism – Longitudinal surveys typically produce quantitative data which can be analysed to discern patterns and trends and may be seen as more objective or scientific. • Representativeness – Where a large sample representing many different groups (e.g. ethnic groups) is used, as in this survey, it is possible to make generalisations. • Reliability – This type of research is likely to produce similar results if repeated by other researchers using similar methods as the research uses relatively objective measures such as being unemployed or level of income. • Longitudinal research enables researchers to study changes and developments over time. • Longitudinal research allows researchers to assess the impact of variables such as becoming unemployed on the experience of individuals and groups some years later. • Ethics - a study of this type would be likely to pose few ethical issues as the original researchers would doubtless have obtained informed consent and would design their questions sensitively. <p>In terms of critical points candidates might include:</p> <ul style="list-style-type: none"> • Longitudinal surveys tend to be expensive and time consuming. • Representativeness - longitudinal surveys often suffer from sample attrition.
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Question	Answer	Marks	Guidance
5	<p data-bbox="255 209 286 231">*</p> <p data-bbox="356 209 1066 276">Outline ways that a person’s age may affect their opportunities in work and employment.</p> <p data-bbox="356 320 801 384">AO1: Knowledge and understanding Level 4: 10–12 marks</p> <p data-bbox="356 392 1066 778">The candidate shows an excellent knowledge and understanding of ways that a person’s age may affect their opportunities in work and employment. The response demonstrates a wide range and depth of sociological evidence, theories and/or concepts material relating to at least two aspects of age inequalities in work and employment; the material is generally accurate. At the bottom of the level evidence may be slightly less developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. <i>There will typically be four well-developed knowledge points, or three well-developed points and one underdeveloped point towards the bottom of the level.</i></p> <p data-bbox="356 932 584 959">Level 3: 7–9 marks</p> <p data-bbox="356 967 1066 1391">The candidate shows a good knowledge and understanding of ways that a person’s age may affect their opportunities in work and employment. The response shows knowledge and understanding which will demonstrate either depth or range relating to at least two aspects of age inequalities in work and employment. Responses are generally clear and accurate, though may contain some errors. There is a line of reasoning presented with some structure. The information presented is in the most–part relevant and supported by a range evidence. <i>There will typically be three developed knowledge points or a wider range of underdeveloped points. Towards the</i></p>	<p data-bbox="1088 209 1122 231">20</p> <p data-bbox="1088 357 1182 421">12 AO1 1a/1b</p>	<p data-bbox="1223 209 1944 236">Examples of ways which might be considered would include:</p> <ul data-bbox="1223 248 2007 1369" style="list-style-type: none"> • Restrictions on hours of employment for under 16s e.g. 14 and 15 year olds can only work up to 12 hours in school weeks. While 16-17 year olds can only be in full-time work if they are undergoing training such as an apprenticeship. • Younger people earn lower wages than older age groups. National Living Wage for those aged 25 is £8.72 (from April 2020), those aged 16 to 17 £4.55 per hour and those on the apprentice rate £4.15 per hour). • Young people are much more likely to be unemployed than older age groups. According to the Labour Force Survey Dec 2019 the unemployment rate for 18-24 year olds was 11%, for 35-49 year olds only 3.2%. • During the recession from 2008 onwards unemployment for all age groups was much higher but the gap between young people and older age groups was even greater. • Age 50-65 are much more likely to experience long-term unemployment. 2019 survey by Rest Less • Older people are most likely to experience age discrimination in the workplace 2019 Aviva survey • Compulsory retirement ages in some jobs mean that older workers may be excluded from work. • Age inequalities affects certain groups of older people e.g. women who may face ageism because of the premium attached to sexual attractiveness in some service occupations or working in the media. • Young people are over represented on zero hour contracts e.g. 10% of all zero hour contracts are made up of young people in full time education, whilst 16-24 year olds make up 36% of those on zero hour contracts. • 38% of discrimination cases in tribunals now relate to age discrimination.

		<p><i>bottom of the level there may be one developed and one underdeveloped point (showing some range and some depth).</i></p> <p>Level 2: 4–6 marks The candidate shows a basic knowledge and understanding of at least one way that a person’s age may affect their opportunities in work and employment age inequalities may affect the opportunities for different age groups in relation to work and employment in the UK today. The response lacks depth or range. Knowledge and understanding of evidence, theories and concepts may be partial, inaccurate, confused, implicit and/or undeveloped. The information has some relevance and is presented with limited of structure. The information is supported by some limited evidence. <i>There will typically be two underdeveloped / unsubstantiated points or one developed knowledge point.</i></p> <p>Level 1: 1–3 marks The candidate shows limited knowledge and understanding of ways way in which age inequalities may affect the opportunities for different age groups in relation to work and employment in the UK today. The response may be narrow and undeveloped, and shows considerable inaccuracy and lack of clarity. The candidate may simply describe an aspect of age inequality without linking it to work and employment. The information is limited and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. <i>There will typically be one or two undeveloped/ unsubstantiated points or a vague representation.</i></p>	<p>8 AO 2 1a</p>	<ul style="list-style-type: none"> • Young people are encouraged into vocational training where there is a disparity between the number of students training and the number of available jobs e.g. 94,000 girls train in hair and beauty for just 18,000 jobs (IPPR). While only 123,000 were trained in the construction and engineering sectors for an advertised 275,000 jobs. <p>When considering the accuracy of statistics, it is important to note that candidates may have referred to different years and/or different sources.</p> <p>Some candidates may attempt to apply theoretical approaches to age inequalities. These may be credited as long as candidates link material to the question. Examples might include:</p> <ul style="list-style-type: none"> • Disengagement theory – (Cummings and Henry). • Marxism - both older and younger workers provide part of the reserve army of labour (Phillipson). • Weberian theory – older workers like ethnic minorities are a negatively privileged status group (Parkin) • Interactionist theory – Both older and younger workers may face negative labelling and stigmatisation, (Victor).
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		<p>0 marks No relevant knowledge or understanding.</p> <p>AO2: Application Level 4: 7–8 marks The candidate shows an excellent ability to apply sociological knowledge. A wide range of material is explicitly and consistently related to the question.</p> <p>Level 3: 5–6 marks The candidate shows a good ability to apply sociological knowledge. A range of material is explicitly related to the question but this may not be consistently applied.</p> <p>Level 2: 3–4 marks The candidate shows a basic ability to apply sociological knowledge. The material is related to the question occasionally and mainly implicitly.</p> <p>Level 1: 1–2 marks The candidate shows a limited ability to apply sociological knowledge. The material is only implicitly related to the question and mainly irrelevant or of marginal relevance.</p> <p>0 marks No relevant sociological application.</p>		<p>AO2: Application The selected knowledge should be directly related to the specific question.</p>
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Question	Answer	Marks	Guidance
6	<p data-bbox="255 217 293 240">*</p> <p data-bbox="356 217 1066 323">Assess the view that Marx's theory of social class is still relevant for understanding class inequalities in the UK today.</p> <p data-bbox="356 363 801 432">AO1: Knowledge and understanding Level 4: 13–16 marks</p> <p data-bbox="356 437 1055 826">The candidate shows an excellent knowledge and understanding of the view that Marx's theory of social class is still relevant for understanding class inequalities in the UK today. The response demonstrates knowledge of a wide range of sociological material in depth, including clear understanding of sociological concepts and theory; the material is generally accurate. At the bottom of the band material may be slightly less developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p data-bbox="356 831 1010 938"><i>There will typically be four well-developed knowledge points, or three well-developed points and one underdeveloped point towards the bottom of the level.</i></p> <p data-bbox="356 978 602 1007">Level 3: 9–12 marks</p> <p data-bbox="356 1011 1061 1369">The candidate shows a good knowledge and understanding of the view that Marx's theory of social class is still relevant for understanding class inequalities in the UK today. The response shows knowledge and understanding which has either range or depth. There will be some understanding of sociological evidence, theory and/or concepts but more superficial and under-developed. Responses are generally clear and accurate, though may contain some errors. There is a line of reasoning presented with some structure. The information</p>	<p data-bbox="1088 217 1126 245">40</p> <p data-bbox="1088 363 1182 432">16 AO1 1 a/1b</p>	<p data-bbox="1218 217 2002 395">In terms of knowledge candidates should show understanding of Marxist theory and associated concepts but this should be focused on showing why it may still be relevant for understanding class inequalities in the UK today. The following are examples of points which might be covered:</p> <ul data-bbox="1218 400 1980 986" style="list-style-type: none"> • UK continues to be a class divided society, for example unequal distribution of wealth and income, limitations on social mobility and inequalities in life chances. • Westergaard and Resler (or other relevant studies) social class inequalities are actually widening as Marx predicted. • Polarisation of social classes (Braverman, Crompton and Jones). • Hegemony and false consciousness e.g. role of mass media, religion or nationalism • Gramsci hegemony • Globalisation and capitalism (Sklair) • Marxist feminist theories on gender inequality (Benston, Breugel) • Marxist theories of ethnic inequality (Cox, Castles and Kosack) • Marxist views on age inequality (Phillipson). <p data-bbox="1218 1026 1868 1054">In evaluation candidates might consider the following:</p> <ul data-bbox="1218 1059 2002 1423" style="list-style-type: none"> • Weberian theory – arguing that status and party are separate forms of stratification which exist alongside class. Candidates may use examples such as ethnicity or age to illustrate how status may derive from sources other than social class e.g. Parkin's work on negatively privileged status groups. • Contemporary models of social class as more relevant to the UK today – for example occupational scales such as the NS-SEC classification, Goldthorpe's notion of the service class compared to Marx's ruling class or the classification used by the Great British Class Survey.

		<p>presented is in the most-part relevant and supported by some evidence. <i>There will typically be three developed knowledge points or a wider range of underdeveloped points. Towards the bottom of the level there may be one developed and one underdeveloped point (showing some range and some depth).</i></p> <p>Level 2: 5–8 marks The candidate shows a basic knowledge and understanding of the view. The response lacks range and depth, and may occasionally be unclear or inaccurate, and contain errors. Knowledge and understanding of concepts may be partial, inaccurate and undeveloped or omitted. There may be reliance on anecdotal examples. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. <i>There will typically be two underdeveloped / unsubstantiated points or one developed knowledge point.</i></p> <p>Level 1: 1–4 marks The candidate shows a limited knowledge and understanding of the view. The response lacks range and depth, and shows considerable inaccuracy and lack of clarity; the candidate may simply describe an aspect of inequality in general. There is likely to be a tendency towards common sense knowledge. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. <i>There will typically be one or two undeveloped/ unsubstantiated points or a vague representation.</i></p> <p>0 marks</p>	<p>8 AO2 1a</p>	<ul style="list-style-type: none"> • Functionalist theory – Modern societies are no longer divided by social class but more meritocratic hierarchies (Davis and Moore). • New Right approaches – Saunderson's critique of Marxism arguing that social equality is only possible in a coercive social system. • Feminist approaches – Traditional Marxism fails to address gender inequalities and patriarchy as a form of power. • Walby's intersectionality - Marx neglected to note how social class intersects with other forms of inequality • Giddens or Beck to argue that in late modernity new forms of politics and social conflict are emerging e.g. concern with risk society rather than material divisions. • The failure of Marx's predictions – the polarisation of social classes and proletarian revolution • Embourgeoisement and the growth of the middle classes. • Democracy rather than a ruling class • Postmodernism– UK is a postmodern society where notions of social class and class struggle are outdated. • Social class identities are fragmenting or disappearing (Pakulski and Waters on consumption based identities)
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		<p>No relevant sociological knowledge or understanding.</p> <p>AO2: Application</p> <p>Level 4: 7–8 marks The candidate shows an excellent ability to apply sociological knowledge and evidence both for and against the view. The material is explicitly and consistently related to the question. The candidate will make explicit reference to the view in the question and link material to it in a number of places</p> <p>Level 3: 5–6 marks The candidate shows a good ability to apply sociological knowledge and evidence to the question. Some material is explicitly related to the view.</p> <p>Level 2: 3–4 marks The candidate shows a basic ability to apply sociological knowledge to the question and the answer will be lacking focus. The material is related to the view occasionally and mainly implicitly.</p> <p>Level 1: 1–2 marks Candidates show a limited ability to apply sociological knowledge to the question. The material is only implicitly related to the view and mainly irrelevant or of marginal relevance.</p> <p>0 marks No relevant sociological application.</p>	<p>16 AO3 1/2/3</p>	<p>AO2: Application</p> <p>The selected knowledge should be directly related to the specific question.</p>
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	<p>AO3: Analysis and evaluation</p> <p>Level 4: 13–16 marks Candidates show an excellent ability to evaluate and analyse the view that Marx’s theory of social class is still relevant for understanding class inequalities in the UK today. Responses will include a wide range of sustained and explicit evaluative arguments with a reflective tone throughout. There will be a discussion of different theoretical approaches . At the top of the level answers will reach a conclusion. At the bottom of the level the evaluation may be lacking depth and/or detail at times. At the bottom of the level the evaluation may be slightly less developed. <i>There will typically be four well-developed evaluative points, or three well-developed points and one underdeveloped point towards the bottom of the level.</i></p> <p>Level 3: 9–12 marks The candidate shows a good ability to evaluate and analyse the view. Responses will demonstrate range or depth of evaluation. Different theoretical approaches and/or evidence are likely to be compared briefly. The candidate may reach a brief conclusion. <i>There will typically be three developed evaluative points or a wider range of underdeveloped points. Towards the bottom of the level there may be one developed and one underdeveloped point (showing some range and some depth).</i></p> <p>Level 2: 5–8 marks Candidates show a basic ability to evaluate and analyse the view. The response lacks range and depth. Responses are likely to offer a few generalised, evaluative points with little supporting evidence or argument. If present,</p>		<p>AO3: Evaluation</p> <p>Evaluation points should be applied to show how they suggest that Marx’s theory no longer relevant rather than simply showing knowledge of alternative theories</p>
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		<p>sociological evidence is likely to be juxtaposed simply and implicitly. If present, the conclusion is likely to be summative rather than evaluative. <i>There will typically be two underdeveloped / unsubstantiated points or one developed evaluative point.</i></p> <p>Level 1: 1–4 marks Candidates show a limited ability to evaluate and the view. Evaluation is implicit, minimal, unbalanced, assertive or tangential to the main issue. There is unlikely to be a conclusion. <i>There will typically be one or two undeveloped/ unsubstantiated points or assertion.</i></p> <p>0 marks No relevant sociological evaluation or analysis</p>		
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