

**C228/SQP302**

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Sociology  
Intermediate 2

NATIONAL  
QUALIFICATIONS

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## Course Assessment Specification

### Sociology (Intermediate 2)

The purpose of this document is to provide:

- Details of the structure of the External Assessment in this Course
- Guidance on how to use information gathered from a Question Paper appropriate for this Course to estimate candidate performance.

#### Part 1:

**This part of the Course Assessment Specification details the structure of the External Assessment in this Course**

The External assessment:

- ◆ consists of 1 question paper
- ◆ has 3 Sections
- ◆ has a total mark allocation of **70** marks
- ◆ has a time allocation of **2 hours**
- ◆ will assess approximately **60%** knowledge and understanding and **40%** critical analysis and evaluation
- ◆ will assess integration of knowledge and understanding, and critical analysis and evaluation, across the Units and options within Units
- ◆ will use language appropriate to the reading range expected of Intermediate 2 candidates in any case study or stimulus.

#### Question Paper

The Question Paper contains **three** Sections - a summary of the content of each section appears below:

**Section A:** examines the content of the *Studying Human Society: The Sociological Approach (Intermediate 2)* Unit

**Section B:** examines the content of the *Socialisation (Intermediate 2)* Unit

**Section C:** examines the content of the *Social Stratification (Intermediate 2)* Unit

Detailed guidance on the content of each Section is given below.

***Section A: Studying Human Society: The Sociological Approach***

This section will examine the content of the *Studying Human Society: The Sociological Approach (Intermediate 2)* Unit:

- it will contain a range of **5-8 restricted response questions**
- the questions will be allocated between 2-10 marks
- the questions will sample across the mandatory content of this unit
- **all** candidates will answer **all** parts of this question

The nature of the questions in this Section is outlined below:

- a question will be set on the difference between the sociological approach and a “common sense” approach
- there will be sampling across various theories. **Four** theories are taught in the Unit, however, only **two** are required for Unit and Course assessment.
- there will be sampling across different research methods. All **seven** primary research methods and all **three** secondary research methods are taught through the Unit, however, only **three** primary methods and **one** secondary method is required for Unit and Course assessment.

**There is no choice in this Section of the Question Paper.**

***Section A – total marks 25***

***Section B: Socialisation***

This section will examine the content of the *Socialisation (Intermediate 2)* Unit:

- it will contain a range of **5-8 restricted response questions**
- the questions will be allocated between 2-10 marks
- the questions will sample across the mandatory content of this unit
- **all** candidates will answer **all** questions in this Section

The nature of the questions in this Section is outlined below:

- questions will be set on the relative nature of social norms, values and roles
- there will be sampling across the agents of socialisation

**There is no choice in this Section of the Question Paper.**

***Section B – total marks 25***

### *Section C: Social Stratification*

This section will examine the content of the *Social Stratification (Intermediate 2)* Unit:

- it will contain **5 questions**
- the questions will relate to **each** of the **five** categories of stratification, ie. social class; gender; race and ethnicity; age; disability
- the questions will sample across the mandatory content in relation to the relevant category of stratification
- the concept of social stratification will always be assessed in Course assessment
- **all** candidates will answer **one** question relating to **one** of the three categories that were covered in teaching and learning.

This question is worth **20 marks** and requires the candidate to choose one of the five categories of social stratification and answer this question linked to specific aspects of the category of social stratification.

The nature of each question in this Section is outlined below:

- this question will be an essay
- candidates will be expected to:
  - give an introduction which sets out how they will respond to the question
  - describe the concept of the category of social stratification
  - analyse the concept of social stratification
  - state a conclusion which includes a summary of their discussions and offers evaluative comments.

***Section C – total marks 20***

### **The *Added Value* of the Course**

Achieving success in the Course requires some additional skills and abilities over and above those involved in passing individual Units. These are detailed in the Assessment section of the Course Arrangements and include:

- answering questions in which the more complex skills of critical analysis and evaluation attract a higher proportion of the marks available than is the case in Unit assessment
- demonstrating the ability to apply and adapt the skills of critical analysis and evaluation in a variety of contexts
- demonstrating the ability to integrate and retain knowledge and skills across the component Units of the Course on a single occasion.

When selecting questions, the points above should be kept in mind. All sections of the Question Paper provide opportunities to address these points. In particular, attention should be paid to the balance between knowledge and understanding (**KU**) and analysis and evaluation (**AE**).

In the Unit assessment the balance is:       **70% KU and 30% AE,**

In the Course assessment the balance is:   **60% KU and 40% AE.**

## Part 2

*This part of the course assessment specification provides guidance on how all components contribute to the course award. It also indicates how to use the assessment information gathered from these components to estimate candidate performance.*

The Course assessment is based on one Question Paper which contains 3 Sections:

Question Paper	Mark Range
Section A: Studying Human Society: The Sociological Approach	25
Section B: Socialisation	25
Section C: Social Stratification	20
<b>Total Marks</b>	<b>70</b>

The mark range for each Section of the paper reflects the weighting given to each of the Units which make up the course.

In the Intermediate 2 Sociology Course, cut-off scores are set at approximately 70% for grade A and 50% for grade C with B grade falling midway at between 60% and 69%.

The following table gives an indication of appropriate cut-off scores:

Grade	Band	Mark Range
A	1	59-70
A	2	49-58
B	3	45-48
B	4	42-44
C	5	38-41
C	6	35-37
D	7	31-34
NA	8	28-30
NA	9	0-27

The cut-off scores may be lowered if the question paper turns out to be more demanding. Alternatively, they may be raised if question paper turns out to be less demanding.

### **Worked example**

- In a centre's own prelim, a candidate scores a total mark 42/70.
- The centre's view is that their prelim is slightly less demanding than the SQA examination.
- Using the mark range, a realistic estimate will be **band 5** rather than band 4.

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Sociology  
Intermediate 2

Time: 2 hours

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Specimen Question Paper  
for use in and after session 2006/07

Candidates must answer **all** questions in Section A and Section B and **one** question from Section C.

Sections A and B are worth 25 marks each, and the questions in Section C are each worth 20 marks.

This gives a total of 70 marks for this question paper.

## SECTION A—Studying Human Society: The Sociological Approach

*Marks Code*

Candidates must answer **all** questions in this Section.

- |  |                      |                        |
|--|----------------------|------------------------|
| <b>A1.</b> Describe <b>two</b> key features of Marxism.  | <b>4</b>             | <b>KU</b>              |
| <b>A2.</b> Describe <b>two</b> key features of functionalism.  | <b>4</b>             | <b>KU</b>              |
| <b>A3.</b> Explain <b>one</b> similarity and <b>one</b> difference between Marxism and functionalism.  | <b>6</b>             | <b>AE</b>              |
| <b>A4.</b> Describe <b>two</b> differences between common sense explanations and sociological explanations of human social behaviour.  | <b>4</b>             | <b>KU</b>              |
| <b>A5.</b> What is the difference between primary and secondary sources of data?   | <b>2</b>             | <b>AE</b>              |
| <b>A6.</b> The unstructured interview is a research method that generates primary sources of data. Describe this research method.  | <b>2</b>             | <b>KU</b>              |
| <b>A7.</b> The use of official statistics is a research method that uses secondary sources of data. Describe this research method and explain <b>one</b> advantage of using this method. | <b>2</b><br><b>1</b> | <b>KU</b><br><b>AE</b> |
|  | <b>(25)</b>          |                        |

## Section B—Socialisation

*Marks Code*

Candidates must answer **all** questions in this Section.

**B1.** Describe what sociologists mean by the following terms:

- social roles
- culture.

**4 KU**

**B2.** Choose **one** social role and explain the way this role is different in **two** contrasting cultures.

**6 AE**

**B3.** Describe the processes of primary and secondary socialisation.

**4 KU**

**B4.** Agents of socialisation include:

- peer groups
- work
- religion.

Describe the way in which **each** agent contributes to the socialisation process.

**6 KU**

**B5.** Analyse the contribution that socialisation makes to social order.

**5 AE**

**(25)**

## Section C—Social Stratification

Marks Code

Answer **one** question from C1, C2, C3, C4, C5.

### C1. Social Class

Analyse the relationship between social class and social mobility in the UK.

In your answer you should:

- give an introduction in which you describe the concepts of social stratification and **social class**
- explain and evaluate the link between social class and *social mobility*.

12 KU

8 AE

(20)

### C2. Gender

Evaluate the nature and consequences of gender roles learned through the socialisation process which may lead to social inequality.

In your answer you should:

- give an introduction in which you describe the concepts of social stratification and **gender**
- explain and evaluate the link between gender and *social inequality*.

12 KU

8 AE

(20)

### C3. Race and Ethnicity

Analyse the link between race and ethnicity and discrimination which affects the life chances of individuals in modern society.

In your answer you should:

- give an introduction in which you describe the concepts of social stratification and **race and ethnicity**
- explain and evaluate the link between race and ethnicity and *social inequality*.

12 KU

8 AE

(20)

### C4. Age

Evaluate the relationship between age and social inequality in the areas of employment, unemployment and access to benefits in the UK.

In your answer you should:

- give an introduction in which you describe the concepts of social stratification and **age**
- explain and evaluate the link between age and *social inequality*.

12 KU

8 AE

(20)

### C5. Disability

Analyse and evaluate the link between inequalities in society and the social construction of disability.

In your answer you should:

- give an introduction in which you describe the concepts of social stratification and **disability**
- explain and evaluate the link between disability and *social inequality*.

12 KU

8 AE

(20)

**20 marks for Section C**

[END OF SPECIMEN QUESTION PAPER]

**C228/SQP302**

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Sociology

Time: 2 hours

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Specimen Marking Instructions

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## General guidelines for all Sections

All questions in this paper provide scope for candidates to demonstrate sociological knowledge, understanding and analysis and evaluation skills at different levels.

For all sections, ½ marks are not permitted.

The guidelines are not prescriptive, but merely illustrate the kinds of responses that are judged to be acceptable. However, given the range and scope of sociological enquiry, the guidelines are not exhaustive and markers may credit alternative responses that they judge to be acceptable.

Any other relevant points made should be credited as appropriate.

## General guidelines for Sections A and B

Sections A and B are specific in the type of information required and more detailed marking guidelines are given for this section. Points should, however, be developed using appropriate sociological language and should be linked directly to the question.

Where explanation is asked for:

- answers should include expanded points in response to the questions
- list-type answers that are merely descriptive are not appropriate and should not be awarded any marks.

Where the question asks for description:

- detail is essential and points should be developed using appropriate sociological language and should be linked appropriately
- list-type or bullet point answers should be awarded *no more* than **one** mark for each point to total no more than half the available marks
- answers that are made up of disconnected words and/or phrases should be awarded *no more* than **one** mark for each point to total no more than half the available marks.

Where similarities and/or differences are asked for, answers that rely solely on presenting the converse of the point made, should be awarded no more than half the available marks, eg “sociological explanations would argue that women have been socialised into housework, non sociological explanations do not”.

## General guidelines for Section C

Questions in Section C are more open in terms of the range of answers candidates can produce. This leaves scope for candidates to achieve strong responses to the questions. Advice on what constitutes strong responses to specific questions is given in the specific marking guidelines with suggestions for allocating marks. However, in general strong responses would also be characterised by:

- consistent use of appropriate sociological terms and language
- elaboration of responses that go beyond what is required in the question set, for example by making more points and good exemplification
- ideas expressed with a high degree of clarity
- coherence demonstrated by linking relevant concepts/ideas appropriately.

## Specific Marking Information

Weighting of Questions: Knowledge and Understanding—Approximately 60% of mark  
 Analysis and Evaluation—Approximately 40% of mark

Weightings of mark allocations shown in the table are approximate, and should be flexibly rather than rigidly interpreted.

<i>Assessment objective</i>	<i>Generic requirements</i>
Knowledge and understanding	<ul style="list-style-type: none"> <li>• Accurate, relevant and detailed knowledge of content is demonstrated.</li> <li>• The information is presented in a coherent manner.</li> <li>• Information is communicated effectively using accurate terminology.</li> </ul>
Analysis and evaluation	<ul style="list-style-type: none"> <li>• Analysis of concepts, processes, evidence, etc is shown, and/or</li> <li>• Evaluation is balanced and informed.</li> </ul>

Question No	Question	Approx Marks weightings: 60% KU – 40% AE
A1.	<p><b>Q Describe two key features of Marxism.</b></p> <p><b>MI</b> A total of <b>4 marks</b> may be awarded for this question, 2 marks for each feature described.</p> <p><b>Key features of Marxism could include:</b></p> <ul style="list-style-type: none"> <li>• is a conflict theory—the conflict between the bourgeoisie and the proletariat over the means of production</li> <li>• the idea of false consciousness whereby the bourgeoisie try to convince the proletariat that they can achieve success through hard work and diligence.</li> </ul>	4
A2.	<p><b>Q Describe two key features of functionalism.</b></p> <p><b>MI</b> A total of <b>4 marks</b> may be awarded for this question, 2 marks for each feature described.</p> <p><b>Key features of functionalism could include:</b></p> <ul style="list-style-type: none"> <li>• is a consensus theory—the idea being that everyone learns, through socialisation, the values and norms which make society function harmoniously</li> <li>• the idea of collective consciousness whereby everyone learns through socialisation that working to similar goals is beneficial to all.</li> </ul>	4

Question No	Question		Approx Marks weightings: 60% KU – 40% AE		
A3.	Q	<p><b>Explain one similarity and one difference between Marxism and functionalism.</b></p>			6
	MI	<p>A total of <b>6 marks</b> may be awarded for this question, 3 marks for an explanation of the similarity and 3 marks for an explanation of the difference.</p> <p><b>Similarities between Marxism and functionalism could include:</b></p> <ul style="list-style-type: none"> <li>• both are structural explanations of individual behaviour</li> <li>• both look at the macro level of interaction</li> <li>• both see society in a holistic, systematic way.</li> </ul> <p><b>Differences between Marxism and functionalism could include:</b></p> <ul style="list-style-type: none"> <li>• Marxism considers the violent struggles which bring about change throughout history whereas functionalism considers the apparent harmony and stability which has helped to foster consensual progress</li> <li>• Marxism looks to the relationship between the base and the superstructure as being important whereas functionalism looks to the interaction between and integration of different social institutions</li> <li>• Marxism observes the notion of false consciousness whereas functionalism observes the notion of collective consciousness</li> <li>• Marxism sees values imposed by powerful groups whereas functionalism sees value consensus achieved through socialisation.</li> </ul>			

Question No		Question	Approx Marks weightings: 60% KU – 40% AE	
A4.	Q	<b>Describe two differences between common sense explanations and sociological explanations of human social behaviour.</b>	4	
	MI	A total of <b>4 marks</b> may be awarded for this question, 2 marks for each difference described.  <b>Differences between common sense explanations and sociological explanations of human social behaviour could include:</b> <ul style="list-style-type: none"> <li>• common sense explanations are based on opinion whereas sociological explanations are based on theories which have been tested through research</li> <li>• common sense explanations are subjective whereas sociological explanations are objective</li> <li>• common sense explanations carry notions of being factual or hard headed whereas sociological explanations challenge taken for granted “facts” and assumptions.</li> </ul>		
A5.	Q	<b>What is the difference between primary and secondary sources of data?</b>		2
	MI	A total of <b>2 marks</b> may be awarded for this question.  <b>Difference between primary and secondary sources of data:</b> Primary sources of data are new data collected first hand by the researcher/sociologist through interviews and participant observation whereas secondary sources of data are already existing data collected second hand by the researcher/sociologist through official statistics for example.		

Question No		Question	Approx Marks weightings: 60% KU – 40% AE	
A6.	Q	<b>The unstructured interview is a research method that generates primary sources of data. Describe this research method.</b>	2	
	MI	A total of <b>2 marks</b> may be awarded for this question.  Description could include: <ul style="list-style-type: none"> <li>• carried out face to face by an interviewer</li> <li>• interviewer can explore views of the respondent by using open questions</li> <li>• the use of open questions lends itself to in-depth answers resulting in qualitative data.</li> </ul>		
A7.	Q	<b>The use of official statistics is a research method that uses secondary sources of data. Describe this research method and explain one advantage of this research method.</b>	2	1
	MI	A total of <b>3 marks</b> may be awarded for this question. 2 marks for describing the research method and 1 mark for explaining the advantage.  Description could include: <ul style="list-style-type: none"> <li>• it generates quantitative data</li> <li>• the figures/data are compiled by central or local government, police, NHS, etc.</li> </ul> Advantages could include: <ul style="list-style-type: none"> <li>• saves time, eg using figures which are already collated</li> <li>• low cost</li> <li>• good at identifying trends.</li> </ul>		

Question No	Question	Approx Marks weightings: 60% KU – 40% AE	
B1.	<p data-bbox="248 282 277 313">Q</p> <p data-bbox="316 282 1126 353"><b>Describe what sociologists mean by the following terms:</b></p> <ul data-bbox="316 376 558 461" style="list-style-type: none"> <li>• <b>social roles</b></li> <li>• <b>culture.</b></li> </ul> <p data-bbox="248 506 277 537">MI</p> <p data-bbox="316 506 1126 613">A total of <b>4 marks</b> may be awarded for this question. 2 marks for description of the term <i>social roles</i> and 2 marks for description of the term <i>culture</i>.</p> <p data-bbox="316 658 686 689"><b>Answers could include:</b></p> <p data-bbox="316 734 510 766"><b>Social Roles</b></p> <ul data-bbox="316 788 1126 1021" style="list-style-type: none"> <li>• specific behaviours expected from people who occupy particular positions in society</li> <li>• each person has different roles, eg child, mother, husband, worker, etc</li> <li>• the behaviour associated with different roles differs from one society to another</li> </ul> <p data-bbox="316 1066 437 1097"><b>Culture</b></p> <ul data-bbox="316 1120 1126 1312" style="list-style-type: none"> <li>• social inheritance</li> <li>• behaviour, language, dress which is passed on from one generation to the next</li> <li>• total way of behaving and thinking which is followed by a particular society</li> </ul>	4	

Question No		Question	Approx Marks weightings: 60% KU – 40% AE	
B2.	Q	<b>Choose one social role and explain the way this role is different in two contrasting cultures.</b>		6
	MI	<p>A total of <b>6 marks</b> may be awarded for this question. 3 marks for explaining the way the role is different in each culture.</p> <p><b>British culture</b></p> <ul style="list-style-type: none"> <li>• role of women is to do housework, look after children and go out to work</li> <li>• role of men is to go to work and to do some housework</li> <li>• role of doctor is to treat sick people with drugs and surgery</li> </ul> <p><b>Ju/hansi culture</b></p> <ul style="list-style-type: none"> <li>• role of women is to gather food close to the home</li> <li>• role of men is to do the hunting</li> <li>• role of healer is to go into a trance and draw the badness out of people</li> </ul> <p><b>Trobriander culture</b></p> <ul style="list-style-type: none"> <li>• role of women is to create own wealth with banana leaves and skirts</li> <li>• role of men is to tend yam gardens to create wealth</li> <li>• role of Toliwaga is to organise Kula exchanges</li> </ul>		
B3.	Q	<b>Describe the processes of primary and secondary socialisation.</b>	4	
	MI	<p>A total of <b>4 marks</b> may be awarded for this question. 2 marks for describing the process of primary socialisation and 2 marks for describing the process of secondary socialisation.</p> <p><b>Primary socialisation</b></p> <p>Takes place between 0–5 years and mainly involves close family and carers. Takes place in the first few years through contact with parents, grandparents, siblings and other people close to the family.</p> <p><b>Secondary socialisation</b></p> <p>Takes place from 5 years upwards and involves extended family, friends and others in society such as teachers. Occurs most once child has left the close circle of the family.</p>		

Question No	Question	Approx Marks weightings: 60% KU – 40% AE	
B4.	<p><b>Q</b> <b>Agents of socialisation include:</b></p> <ul style="list-style-type: none"> <li>• <b>peer groups</b></li> <li>• <b>work</b></li> <li>• <b>religion.</b></li> </ul> <p><b>Describe the way in which each agent contributes to the socialisation process.</b></p> <p><b>MI</b> A total of <b>6 marks</b> may be awarded for this question. 2 marks for describing the way each agent of socialisation contributes to the socialisation process.</p> <p><b>Peer Groups</b></p> <ul style="list-style-type: none"> <li>• informal socialisation</li> <li>• influence of friends and peers can help individuals learn right and wrong behaviour</li> <li>• may lead to learning of deviant behaviour</li> <li>• most important during adolescence</li> </ul> <p><b>Work</b></p> <ul style="list-style-type: none"> <li>• can help in the transition from adolescence to adulthood</li> <li>• seen as a “rite of passage”</li> <li>• helps individuals gain independence and assume responsibilities and obligations</li> <li>• way of passing on skills and knowledge</li> </ul> <p><b>Religion</b></p> <ul style="list-style-type: none"> <li>• can be highly influential in some cultures</li> <li>• may have less effect in modern UK society</li> <li>• some argue that traditional role of religion as an agent of socialisation has been taken over by the media</li> </ul>	6	

Question No	Question	Approx Marks weightings: 60% KU – 40% AE	
B5.	<p data-bbox="240 277 280 311">Q</p> <p data-bbox="316 277 1126 349"><b>Analyse the contribution that socialisation makes to social order.</b></p> <p data-bbox="240 394 280 427">MI</p> <p data-bbox="316 394 1126 544">A total of <b>5 marks</b> may be awarded for this question. Up to 2 marks can be awarded for each developed point based on accuracy, relevance and the use of correct sociological terminology.</p> <p data-bbox="316 589 628 622"><b>Points may include:</b></p> <ul data-bbox="316 633 1126 1003" style="list-style-type: none"> <li>• learning the formal and informal rules of society</li> <li>• learning about the different roles that different individuals play in society</li> <li>• learning about norms, values, roles and culture where brought up</li> <li>• helps individuals to predict behaviour and learn appropriate responses to others</li> <li>• socialisation process ensures individuals behave in an acceptable manner.</li> </ul>		5

Question No	Question	Approx Marks weightings: 60% KU – 40% AE	
C1.	<p style="text-align: center;"><b>Social Class</b></p> <p><b>Q Analyse the relationship between social class and social mobility in the UK.</b></p> <p><b>In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• <b>give an introduction in which you describe the concepts of social stratification and social class. (12 marks)</b></li> <li>• <b>explain and evaluate the link between social class and <i>social mobility</i>. (8 marks)</b></li> </ul> <p><b>MI Describe the concepts of social stratification and social class.</b></p> <p>A total of <b>12 marks</b> may be awarded for this part of the question, 6 marks for the detailed description of social stratification and 6 marks for the detailed description of social class.</p> <p><b>Description of social stratification could include:</b></p> <ul style="list-style-type: none"> <li>• structured inequality</li> <li>• social hierarchy</li> <li>• system where members of society are ranked in some order</li> <li>• ranked inequality which persists over generations.</li> </ul> <p><b>Description of social class could include:</b></p> <ul style="list-style-type: none"> <li>• no one definition or measurement of class</li> <li>• ascribed and achieved?</li> <li>• based on income, wealth, status, power</li> <li>• according to some views social class will affect person's life chances</li> <li>• those who don't own anything, or have low income, can be excluded, eg in terms of credit, access to goods and services leading to low self-esteem and ill-health.</li> </ul> <p><b>Explain and evaluate the link between social class and social mobility</b></p> <p>A total of <b>8 marks</b> may be awarded for this part of the question, 2 marks for the <b>explanation</b> of the link between social class and social mobility and 6 marks for the <b>evaluation</b> of the link between social class and social mobility.</p>	12	8

Question No	Question	Approx Marks weightings: 60% KU – 40% AE	
	<p style="text-align: center;"><b>Social Class</b></p> <p>The evaluation of the link between social class and social mobility is the most difficult part of this answer. Candidates should discuss areas which affect mobility in respect of education and more importantly, employment. The idea being that the higher a person is the class stratification, the more likely they are to achieve mobility. Conversely, the lower a person is, the less likely they are to achieve mobility in areas such as housing, health, employment, leisure activities, etc. The following list is not prescriptive, marks should be awarded on the basis of the quality of the answer.</p> <p><b>Links and evaluative points between social class and social mobility could include:</b></p> <ul style="list-style-type: none"> <li>• based on income, wealth, status, power</li> <li>• according to some views social class will affect person's life chances from the cradle to the grave</li> <li>• those who don't own anything, or have low income, can be excluded, eg in terms of credit, access to goods and services</li> <li>• can experience low self-esteem, poor health, etc</li> <li>• discrimination.</li> </ul>		

Question No	Question	Approx Marks weightings: 60% KU – 40% AE	
C2.	<p style="text-align: center;"><b>Gender</b></p> <p><b>Q Evaluate the nature and consequences of gender roles learned through the socialisation process which may lead to social inequality.</b></p> <p><b>In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• <b>give an introduction in which you describe the concepts of social stratification and gender. (12 marks)</b></li> <li>• <b>explain and evaluate the link between gender and <i>social inequality</i>. (8 marks)</b></li> </ul> <p><b>MI Describe the concepts of social stratification and gender.</b></p> <p>A total of <b>12 marks</b> may be awarded for this part of the question, 6 marks for the detailed description of social stratification and 6 marks for the detailed description of gender.</p> <p><b>Description of social stratification could include:</b></p> <ul style="list-style-type: none"> <li>• structured inequality</li> <li>• social hierarchy</li> <li>• system where members of society are ranked in some order</li> <li>• ranked inequality which persists over generations.</li> </ul> <p><b>Description of gender could include:</b></p> <ul style="list-style-type: none"> <li>• socially constructed rather than biological</li> <li>• power of men who are in positions of authority, eg work, law, parliament based on physical differences</li> <li>• may support institutions such as economy, family, etc, but be detrimental to the individual.</li> </ul> <p><b>Explain and evaluate the link between gender and social inequality.</b></p> <p>A total of <b>8 marks</b> may be awarded for this part of the question, 2 marks for the <b>explanation</b> of the link between gender and social inequality and 6 marks for the <b>evaluation</b> of the link between gender and social inequality.</p>	12	8

Question No	Question	Approx Marks weightings: 60% KU – 40% AE	
	<p style="text-align: center;"><b>Gender</b></p> <p>The evaluation of the link between gender and social inequality is the most difficult part of this answer. Candidates should discuss areas in which individuals experience inequality such as education, employment, health, housing, political, civil and legal rights and link these inequalities to gender. The following list is not prescriptive, marks should be awarded on the basis of the quality of the answer.</p> <p><b>Links and evaluative points between gender and social inequality could include:</b></p> <ul style="list-style-type: none"> <li>• violence and abuse against women can be detrimental to life chances</li> <li>• may support institutions such as economy, family, etc, but be detrimental to the individual</li> <li>• glass ceiling in job market</li> <li>• individual can become isolated and stuck in poverty</li> <li>• space may be divided, eg women only allowed to mix with other women.</li> </ul>		

Question No	Question	Approx Marks weightings: 60% KU – 40% AE	
C3.	<p style="text-align: center;"><b>Race and Ethnicity</b></p> <p><b>Q Analyse the link between race and ethnicity and discrimination which affects the life chances of individuals in modern society.</b></p> <p><b>In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• <b>give an introduction in which you describe the concepts of social stratification and race and ethnicity. (12 marks)</b></li> <li>• <b>explain and evaluate the link between race and ethnicity and <i>social inequality</i>. (8 marks)</b></li> </ul> <p><b>MI Describe the concepts of social stratification and race and ethnicity.</b></p> <p>A total of <b>12 marks</b> may be awarded for this part of the question, 6 marks for the detailed description of social stratification and 6 marks for the detailed description of the race and ethnicity.</p> <p><b>Description of social stratification could include:</b></p> <ul style="list-style-type: none"> <li>• structured inequality</li> <li>• social hierarchy</li> <li>• system where members of society are ranked in some order</li> <li>• ranked inequality which persists over generations.</li> </ul> <p><b>Description of race and ethnicity could include:</b></p> <ul style="list-style-type: none"> <li>• differences based on where a person is born</li> <li>• culturally relative</li> <li>• usually thought of in terms of black and white.</li> </ul> <p><b>Explain and evaluate the link between race and ethnicity and social inequality.</b></p> <p>A total of <b>8 marks</b> may be awarded for this part of the question, 2 marks for the <b>explanation</b> of the link between race and ethnicity and social inequality and 6 marks for the <b>evaluation</b> of the link between race and ethnicity and social inequality.</p>	12	8

Question No	Question	Approx Marks weightings: 60% KU – 40% AE	
	<p style="text-align: center;"><b>Race and Ethnicity</b></p> <p>The evaluation of the link between race and ethnicity and social inequality is the most difficult part of this answer. Candidates should discuss areas in which individuals experience inequality such as education, employment, health, housing, political, civil and legal rights and link these inequalities to race and ethnicity. The following list is not prescriptive, marks should be awarded on the basis of the quality of the answer.</p> <p><b>Links and evaluative points between race and ethnicity and social inequality could include:</b></p> <ul style="list-style-type: none"> <li>• discrimination</li> <li>• lack of job opportunities, promotion</li> <li>• ghettoised</li> <li>• experience violence and abuse which can be detrimental to life chances</li> <li>• harassment from authorities such as police and immigration</li> <li>• space may be divided, eg “no go” areas for particular groups.</li> </ul>		

Question No	Question	Approx Marks weightings: 60% KU – 40% AE	
C4.	<p style="text-align: center;"><b>Age</b></p> <p><b>Q Evaluate the relationship between age and social inequality in the areas of employment, unemployment and access to benefits in the UK.</b></p> <p><b>In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• <b>give an introduction in which you describe the concepts of social stratification and age. (12 marks)</b></li> <li>• <b>explain and evaluate the link between age and social inequality. (8 marks)</b></li> </ul> <p><b>MI Describe the concepts of social stratification and age.</b></p> <p>A total of <b>12 marks</b> may be awarded for this part of the question, 6 marks for the detailed description of social stratification and 6 marks for the detailed description of age.</p> <p><b>Description of social stratification could include:</b></p> <ul style="list-style-type: none"> <li>• structured inequality</li> <li>• social hierarchy</li> <li>• system where members of society are ranked in some order</li> <li>• ranked inequality which persists over generations.</li> </ul> <p><b>Description of age could include:</b></p> <ul style="list-style-type: none"> <li>• differences based on biological age</li> <li>• can affect young and old</li> <li>• culturally relative.</li> </ul> <p><b>Explain and evaluate the link between age and social inequality.</b></p> <p>A total of <b>8 marks</b> may be awarded for this part of the question, 2 marks for the <b>explanation</b> of the link between age and social inequality and 6 marks for the <b>evaluation</b> of the link between age and social inequality.</p>	12	8

Question No	Question	Approx Marks weightings: 60% KU – 40% AE	
	<p style="text-align: center;"><b>Age</b></p> <p>The evaluation of the link between the age and social inequality is the most difficult part of this answer. Candidates should discuss areas in which individuals experience inequality such as education, employment, health, housing, political, civil and legal rights and link these inequalities to age. The following list is not prescriptive, marks should be awarded on the basis of the quality of the answer.</p> <p><b>Links and evaluative points between age and social inequality could include:</b></p> <ul style="list-style-type: none"> <li>• divided society</li> <li>• discrimination</li> <li>• poverty – older people and young people receive very low state benefit (younger people often receive no state benefit)</li> <li>• unemployment</li> <li>• can lead to abuse and violence which can be detrimental to life chances</li> <li>• lack of opportunities in job market</li> <li>• may experience low self-esteem because not valued by society.</li> </ul>		

Question No	Question	Approx Marks weightings: 60% KU – 40% AE	
C5.	<p style="text-align: center;"><b>Disability</b></p> <p><b>Q Analyse and evaluate the link between inequalities in society and the social construction of disability.</b></p> <p><b>In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• <b>give an introduction in which you describe the concepts of social stratification and disability. (12 marks)</b></li> <li>• <b>explain and evaluate the link between disability and <i>social inequality</i>. (8 marks)</b></li> </ul> <p><b>MI Describe the concepts of social stratification and disability.</b></p> <p>A total of <b>12 marks</b> may be awarded for this part of the question, 6 marks for the detailed description of social stratification and 6 marks for the detailed description of disability.</p> <p><b>Description of social stratification could include:</b></p> <ul style="list-style-type: none"> <li>• structured inequality</li> <li>• social hierarchy</li> <li>• system where members of society are ranked in some order</li> <li>• ranked inequality which persists over generations.</li> </ul> <p><b>Description of disability could include:</b></p> <ul style="list-style-type: none"> <li>• differences based on physical or cerebral characteristics</li> <li>• social construction of disability.</li> </ul> <p><b>Explain and evaluate the link between disability and social inequality.</b></p> <p>A total of <b>8 marks</b> may be awarded for this part of the question, 2 marks for the <b>explanation</b> of the link between disability and social inequality and 6 marks for the <b>evaluation</b> of the link between disability and social inequality.</p>	12	8

Question No	Question	Approx Marks weightings: 60% KU – 40% AE	
	<p style="text-align: center;"><b>Disability</b></p> <p>The evaluation of the link between disability and social inequality is the most difficult part of this answer. Candidates should discuss areas in which individuals experience inequality such as education, employment, health, housing, political, civil and legal rights and link these inequalities to disability. The following list is not prescriptive, marks should be awarded on the basis of the quality of the answer.</p> <p><b>Links and evaluative points between disability and social inequality could include:</b></p> <ul style="list-style-type: none"> <li>• can experience low self-esteem, poor health, etc.</li> <li>• discrimination</li> <li>• unemployment</li> <li>• can lead to abuse and violence which can be detrimental to life chances</li> <li>• lack of opportunities in job market</li> <li>• space may be divided, eg “no go” areas due to access problems.</li> </ul> <p style="text-align: right;"><b>20 marks for Section C</b></p> <p style="text-align: center;"><i>[END OF SPECIMEN MARKING INSTRUCTIONS]</i></p>		