

# GCE 2005

## *January Series*



# Mark Scheme

## Sociology

### Unit SCY6

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Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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**GUIDANCE NOTES IN THE USE OF GENERAL AND QUESTION SPECIFIC  
MARK SCHEMES FOR UNIT 6.**

**TWO RELATED MARK SCHEMES ARE PROVIDED**

Examiners are required to consult and apply the two related mark schemes as follows:

**A General Mark scheme** made up of two sections on:

- (i) Knowledge and Understanding;
- (ii) Identification, Analysis, Interpretation and Evaluation.

**A Question Specific Mark scheme** made up of one section on:

- (i) Knowledge and Understanding. This will enable examiners to assess the knowledge and understanding requirements of particular questions.

**Marking**

In the process of marking a particular question, you must follow the procedure detailed below in marking the different Skill Domains:

- (i) **Knowledge and Understanding**

Refer to the Question Specific Mark scheme and the General Mark scheme.

- (ii) **Identification, Analysis, Interpretation and Evaluation**

Refer to the General Mark scheme.

Each answer should be assessed separately for each of the two Skill Domains and the mark for each Skill Domain recorded and totalled to give an overall mark. For example in the case of an answer which was rewarded 6 marks for Knowledge And Understanding and 6 for Identification, Analysis, Interpretation and Evaluation, the total mark for this answer would be 12.

## QUALITY OF WRITTEN COMMUNICATION

Where candidates are required to produce extended written material in English, the scheme of assessment must make specific reference to the assessment of the quality of written communication. Candidates must be required to:

- select and use a form and style of writing appropriate to purpose and complex subject matter;
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate;
- ensure text is legible, and spelling, grammar and punctuation are accurate, so that meaning is clear.

The assessment criteria for quality of written communication apply to the assessment of parts (b) and (c) of the questions. The following criteria should be applied in conjunction with the mark schemes (the general mark scheme and the question specific mark scheme).

The quality of written communication bands must be regarded as integral to the appropriate mark scheme band even though they are listed separately in the mark scheme. Examiners should note that, in the assessment of candidates' sociological knowledge and skills, the assessment of the Quality of Written Communication will be judged through the assessment of the clarity and appropriateness of the sociological material presented.

### Questions 1 (b) and 2 (b)

**In the 1 – 4 band**, candidates' answers are likely to be characterised by the poor logical expression of ideas and the use of a limited range of conceptual terms, perhaps often used imprecisely and/or inaccurately. Spelling, punctuation and grammar may show serious deficiencies and frequent errors, perhaps impairing the intelligibility of significant parts of the answer.

**In the 5 – 8 band**, candidates' answers are likely to be characterised by the fair to good logical expression of ideas and the competent use of a reasonable range of conceptual terms. Spelling, punctuation and grammar will be of a reasonable standard. Commonly used words and sociological terms will generally be spelt correctly. There may be minor errors of punctuation and grammar, but these will not seriously impair the intelligibility of the answer.

**In the 9 – 12 band**, candidates' answers are likely to be characterised by the very good to excellent logical expression of ideas and the precise use of a broad range of conceptual terms. Spelling, punctuation and grammar will be of a very good to excellent standard. Commonly and less commonly used words and sociological terms will almost always be spelt correctly. Punctuation and grammar will be used correctly throughout to facilitate the intelligibility of the answer.

### Questions 1 (c) and 2 (c)

**In the 1 – 5 band**, candidates' answers are likely to be characterised by the very poor logical expression of ideas and the use of a very limited range of conceptual terms, perhaps often used imprecisely and/or inaccurately. Spelling, punctuation and grammar may show serious deficiencies and frequent errors, impairing the intelligibility of significant parts of the answer.

**In the 6 – 10 band**, candidates' answers are likely to be characterised by the generally fair logical expression of ideas, though perhaps with some occasional flaws, and the use of a somewhat limited range of conceptual terms, perhaps sometimes used imprecisely and/or inaccurately. Spelling, punctuation and grammar will be fair. Commonly used words and sociological terms will mostly be spelt correctly. There may be some errors in punctuation and grammar which impair the intelligibility of some parts of the answer.

**In the 11 – 15 band**, candidates' answers are likely to be characterised by the reasonable to good logical expression of ideas and the competent use of a reasonable range of conceptual terms. Spelling, punctuation and grammar will be of a good standard. Commonly used words and sociological terms will be spelt correctly. Punctuation and grammar will be of a good standard facilitating a competent expression of ideas.

**In the 16 – 20 band**, candidates' answers are likely to be characterised by the very good to excellent logical expression of ideas and the precise use of a broad range of conceptual terms. Spelling, punctuation and grammar will be of a very good to excellent standard, with commonly and less commonly used words and sociological terms almost always spelt correctly. Meaning will be clear throughout.

**GENERAL MARK SCHEME FOR UNIT 6****Knowledge and Understanding**

- 0** No relevant knowledge or understanding.
- 1 - 5** Answers in this band will show a very limited sociological knowledge and understanding. Answers will show little or no knowledge or understanding of the connections between the synoptic and other substantive topic(s), sociological thought or research methods as appropriate.
- Lower in the band, knowledge will consist of commonsensical points. Answers will show only minimal understanding of either the question or the material offered in response to it.
- Higher in the band, knowledge will consist of a few isolated quasi-sociological points, with omissions and perhaps with significant errors. Understanding both of the question and of material offered in response to it will be very simplistic and perhaps confused.
- 6 - 10** Answers in this band will show a somewhat limited sociological knowledge and understanding. Answers will show a limited knowledge and understanding of the connections between the synoptic and other substantive topic(s), sociological thought or research methods as appropriate.
- Lower in the band, there will be a shallow knowledge of a limited amount of sociological material, perhaps with errors. Understanding both of the question and the material presented in response to it will be superficial.
- Higher in the band, there will be a reasonably accurate but rather shallow and descriptive knowledge of a still limited amount of sociological material, or alternatively a slightly deeper but very narrow knowledge. There may be a generalised understanding of the question, or one which shows a specific understanding of only a very limited aspect of the question.
- 11 - 15** Answers in this band will show a reasonably good sociological knowledge and understanding. Answers will show an accurate but undeveloped knowledge and understanding of the connections between the synoptic and other substantive topic(s), sociological thought or research methods as appropriate.
- Lower in the band, there will be a reasonably accurate knowledge of a range of sociological material with some limited success in conveying conceptual detail, or alternatively a more conceptually detailed but narrowly based knowledge. Knowledge shown may be either theoretical, empirical or both. Answers will show a specific understanding of some of the demands of the question and of the material offered in response, but other aspects will be neglected or treated in a generalised fashion.
- Higher in the band there will be somewhat greater success in conveying conceptual detail, or a slightly greater breadth of knowledge; however, answers will remain somewhat limited in range or depth. Knowledge shown will be both theoretical and empirical. There will be a specific understanding of most of the principal demands or aspects of the question, but some others will be neglected or treated in a generalised fashion.
- 16 - 20** Answers in this band will show a very good sociological knowledge and understanding. Answers will show a clear and detailed knowledge and understanding of the connections between the synoptic and other substantive topic(s), sociological thought or research methods as appropriate.

Lower in the band, there will be a wide-ranging theoretical and empirical knowledge which will, with only very minor exceptions, be thorough, accurate and conceptually detailed. Accurate and explicit links will be made between some of the theoretical and empirical material. There will be a clear understanding both of the question, including its theoretical context, and of the material offered in response.

Higher in the band, knowledge will be comprehensive and will be thorough, accurate and conceptually detailed throughout. There will be a clear understanding of the theoretical context of the question, and there will be accurate and explicit links between the theoretical and empirical parts of the answer. Answers will show a clear, full and complex understanding of the question and the material offered.

**GENERAL MARK SCHEME FOR UNIT 6****Identification, Analysis, Interpretation and Evaluation**

**0** No relevant identification, analysis, interpretation or evaluation.

**1 - 5** Answers in this band will show very limited skills of identification, analysis, interpretation and evaluation.

Lower in the band, answers will show at best only a rudimentary ability to demonstrate any of the four skills.

Higher in the band, answers will show an ability to demonstrate one or more of the four skills to only an elementary standard. For example, there may be a very limited identification of a study or perspective. There may be a basic interpretation or analysis of an aspect of the question or of the material offered in answer to it. Evaluation may consist of a single brief critical point.

Throughout this band, there may be numerous significant errors, omissions and confusions in the attempt to demonstrate the relevant skills. Answers are very unlikely to demonstrate more than one or two of the skills, even to a very limited degree.

**6 - 10** Answers in this band will show somewhat limited skills of identification, analysis, interpretation and evaluation.

Lower in the band, answers will show a limited ability to demonstrate any of the four skills. For example, a few features of a study or perspective may be identified, or a couple of brief evaluative points made.

Higher in the band, skills will remain generally undeveloped but either a wider range of skills will be shown to a limited degree, or one or two skills only may show some incomplete development, as for example an interpretation of a study or theory in a way appropriate to the set question.

Throughout this band, there may be some significant errors, omissions and confusions in the attempt to demonstrate the relevant skills. Evidence of all four skills may be present to a limited degree; alternatively, there may be reasonable evidence of one or two skills but no evidence of others.

**11 - 15** Answers in this band will show reasonably good skills of identification, analysis, interpretation and evaluation.

Lower in the band, all or most skills will be present with some incomplete development. Alternatively, one or two skills will be explicitly and well developed, with more limited demonstration of others. For example, there may be some explicit but one-sided evaluation and some appropriate analysis of a number of relevant issues.

Higher in the band, there may be a fuller development of one or two skills, for example a thorough, explicit and balanced evaluation, whilst some other skills are present but still incomplete.

Throughout this band, skills will be demonstrated in a generally accurate and relevant way, but there will be some errors, incomplete development or inappropriate aspects.



**16 - 20** Answers will show very good skills of identification, analysis, interpretation and evaluation.

Lower in the band, most skills will be successfully and explicitly demonstrated but not all will be fully developed. For example, evaluation may remain somewhat one-sided.

Higher in the band, all skills will be demonstrated in a thorough, comprehensive and explicit manner throughout, with sensitivity and sophistication and following a clear rationale.

Throughout this band, all four skills will be demonstrated in an accurate, appropriate manner.

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Choose **one** section and answer **all** parts of the question from that section.

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**SECTION A - CRIME AND DEVIANCE**

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**Total for this section: 60 marks**

**1** Read the item below and answer parts (a) to (c) which follow.

- |  |
|--|
| <p>(a) Identify and briefly explain <b>two</b> limitations of using victim studies in the study of crime and deviance (<b>Item A</b>). <span style="float: right;"><i>(8 marks)</i></span></p> |
|--|

*This part of the question includes assessment of your understanding of the connections between Crime and Deviance and sociological methods.*

Two marks for each of two limitations identified, such as:

- non-cooperation;
- concealment;
- changes in attitudes to crime may change the figures over time;
- victimless/consensual crimes won't get reported;
- crimes where victims are unaware they are victims won't get reported;
- national studies conceal local variations (and vice versa).

A further two marks for each of these satisfactorily explained, such as:

- non-cooperation: those who refuse to respond may be untypical of the population at large, so their non-response will distort the overall picture of crime;
- concealment: victims may conceal certain types of crime because of loyalty, guilt, fear or embarrassment;
- changes in attitudes to crime may change the figures over time: if people become less (or more) tolerant of certain crimes, they will be more (or less) likely to report them than in the past;
- national studies conceal local variations: e.g. much higher rates of some crimes in certain areas - e.g. Islington study and crimes against women.

(b) Examine the relationship between deviance and labelling.

(12 marks)

*This part of the question includes assessment of your understanding of the connections between Crime and Deviance and sociological theory.*

**0** No relevant points.

**1 – 4** Answers in this band will show limited knowledge and understanding and will have only limited success in identifying, interpreting and analysing and/or evaluating material and in meeting the synoptic requirements of the question.

Lower in the band, one or two inconsequential commonsensical points may be made e.g. about labels, with minimal or no elaboration. Higher in the band, one or two relevant, vaguely sociological, undeveloped points may be made, for instance about the self-fulfilling prophecy.

**5 – 8** Answers in this band will show reasonable knowledge and understanding and will have some success in identifying, interpreting and analysing and/or evaluating material and in meeting the synoptic requirements of the question.

Lower in the band, answers will identify a limited number of points and will tend to list rather than discuss the material presented. Many may focus on the effects of labelling. Some of the material may not be interpreted appropriately to the demands of the question, e.g. recounting various studies or theories without linking this clearly to labelling.

Higher in the band, answers will show a greater range of material or greater tendency to discuss rather than list points. Most material will be interpreted in ways appropriate to the question. However, some aspects may not be adequately focused. There will be some limited explicit analysis and/or evaluation, e.g. of the determinism of the labelling approach.

**9 – 12** Answers in this band will show sound knowledge and understanding and will be largely successful in identifying, interpreting and analysing and/or evaluating material and in meeting the synoptic requirements of the question.

Answers in this band will examine a range of aspects of the relationship between labelling and deviance. These may include the self-fulfilling prophecy, primary and secondary deviation, societal reaction, master status, deviant career, subculture, etc. Analysis and/or evaluation will be relevant, explicit and well developed, e.g. by discussing labelling theory's determinism, its failure to explain the origins of the deviant act or self-conscious deviation, etc. Some may locate the discussion within an appropriate theoretical framework or offer a critique from the standpoint of a different perspective.

- (c) Assess sociological explanations of gender differences in rates of crime and deviance. In your answer, make use of material from **two or more** of the following areas: families and households; health; mass media; education; wealth, poverty and welfare; work and leisure; power and politics; religion; world sociology. (40 marks)

*This part of the question includes assessment of your understanding of the connections between Crime and Deviance and other substantive topic(s) you have studied.*

### Knowledge and Understanding

**20 marks**

- 0** No relevant knowledge and understanding.
- 1 – 5** Answers in this band will show very limited knowledge and understanding and will have only very limited success in meeting the synoptic requirements of the question.

Lower in the band, there will be one or two commonsensical points, e.g. about women and crime, showing minimal understanding. Higher in the band, there will be one or two isolated, very limited and possibly confused quasi-sociological points, e.g. about gender socialisation and crime, possibly with major errors or omissions.

- 6 – 10** Answers in this band will show somewhat limited knowledge and understanding and will have somewhat limited success in meeting the synoptic requirements of the question.

Lower in the band, there will be a shallow and limited knowledge and understanding of some potentially relevant material, e.g. two or three aspects of a study, perhaps with errors. Higher in the band, knowledge will be somewhat greater and more accurate, but still limited, for example to a superficial descriptive account of a couple of studies, but with notable flaws or gaps.

In this band, some may rely wholly or very largely on simply recounting material from the specified areas, with minimal material specifically from the sociology of crime and deviance (e.g. material on how gender roles in the family or school lead to deviance).

- 11 – 15** Answers in this band will show reasonably good knowledge and understanding and will be reasonably successful in meeting the synoptic requirements of the question.

Lower in the band, there will be a reasonably accurate knowledge of some theoretical and/or empirical material on gender and crime/deviance.

- Some may be broader accounts that amass descriptions of studies but with limited conceptual detail.
- Some may be narrower but more conceptually based answers.
- Some may focus solely on crime to the exclusion of other deviance, reflecting a rather partial understanding.
- Some may use material appropriately from the specified areas (e.g. how family controls women's behaviour, or socialisation into the nurturing role and low crime rates), but with more limited material specifically from the sociology of crime and deviance.

Higher in the band, there will be knowledge of both theoretical and empirical material on gender and crime and/or deviance, and slightly more breadth or conceptual detail.

- Answers may begin to consider both crime and deviance, or make reference to masculinity and crime.
- Material from different perspectives may also feature, reflecting a wider understanding, though there may be more concern with reporting the findings of studies from such perspectives than with linking the theoretical and empirical aspects of the answer.

- Others may focus on debates about the social construction of crime statistics on gender.
- Material from the specified areas will appear, and some of it may be related successfully to issues in the sociology of crime and deviance.

**16 – 20** Answers in this band will show very good knowledge and understanding and will successfully meet the synoptic demands of the question.

These answers will show a thorough, conceptually detailed and wide-ranging knowledge and understanding of theoretical and empirical material on the study of gender and crime and deviance. They will show a clear understanding of relevant theoretical debates (e.g. crime rates as socially caused or as constructed) and of how these views inform different studies. Answers will be broad ranging, dealing with issues and concepts such as patriarchy, ‘chivalry’/sentencing, socialisation, social control, liberation, marginalisation, poverty, labelling, changes in women’s roles, etc. The focus is likely to be on women, but discussion of masculinity and crime may figure. Material from the specified areas will be successfully integrated into the discussion of relevant issues in the sociology of crime and deviance.

Higher in the band, knowledge will be more comprehensive and detailed, and/or links between theoretical and empirical aspects more explicit and developed, and understanding will become clearer and more complex.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Adler, Box & Hale, Buckle & Farrington, Campbell, Carlen, Heidensohn, Messerschmidt, Pollak, Smart, Walklate.
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**SECTION B - STRATIFICATION AND DIFFERENTIATION**

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**Total for this section: 60 marks**

**2** Read the item below and answer parts (a) to (c) which follow.

- (a) Identify and briefly explain **two** problems of “using census data to understand stratification” (**Item B**, line 9). (8 marks)

*This part of the question includes assessment of your understanding of the connections between Stratification and Differentiation and sociological methods.*

Two marks for each of two appropriate problems identified, such as:

- problems of definition of ethnic groups;
- problems of classifying individuals’ class (unit of analysis);
- non-response greater among the poor;
- non-response greater among ethnic minorities;
- only provides a snapshot of class structure/individuals’ class position;
- people lie (about income, illegal working, lodgers, nationality etc.) to avoid consequences (tax, deportation etc.).

A further two marks for each of these satisfactorily explained, such as:

- problems of definition of ethnic groups: the ‘official’ categories offered may not match the self-ascribed categories of respondents, giving an invalid picture of people’s ethnicity or of the size of different groups;
- problems of classifying individuals’ class (unit of analysis): e.g. married women may be classified by husband’s occupation and this gives a false picture of their class position (and/or of the class structure);
- non-response greater among the poor: illiteracy, suspicion of authority, fear the information will be used against them (e.g. to levy council tax), etc. produces lower response rates and so under-represents the poor in the national class structure;
- only provides a snapshot of class structure/individuals’ class position: so doesn’t tell us what’s happening between censuses; doesn’t tell us about individuals’ mobility patterns.

(b) Examine some of the criticisms of the functionalist theory of stratification. (12 marks)

*This part of the question includes assessment of your understanding of the connections between Stratification and Differentiation and sociological theory.*

**0** No relevant points.

**1 – 4** Answers in this band will show limited knowledge and understanding and will have only limited success in identifying, interpreting and analysing and/or evaluating material and in meeting the synoptic requirements of the question.

Lower in the band, one or two inconsequential commonsensical points may be made about functionalism, with minimal or no elaboration. Higher in the band, one or two relevant, vaguely sociological, undeveloped points may be made, for instance about meritocracy.

**5 – 8** Answers in this band will show reasonable knowledge and understanding and will have some success in identifying, interpreting and analysing and/or evaluating material and in meeting the synoptic requirements of the question.

Lower in the band, answers will identify accurately a limited number of relevant points, e.g. about problems of deciding the relative usefulness of different jobs, and will tend to list descriptively rather than discuss the material presented. Some of the material may not be interpreted appropriately to the demands of the question, e.g. recounting material on theories of stratification without linking this clearly to any criticisms.

Higher in the band, answers will show a greater range of material or greater tendency to discuss rather than list points. Most material will be interpreted in ways appropriate to the question. However, some aspects may not be adequately focused. There will be some limited explicit analysis and/or evaluation of the criticisms made, e.g. from a Marxist perspective.

**9 – 12** Answers in this band will show sound knowledge and understanding and will be largely successful in identifying, interpreting and analysing and/or evaluating material and in meeting the synoptic requirements of the question.

Answers in this band will examine a range of criticisms of the functionalist theory of stratification. Concepts and issues such as the following may figure: functionalism's consensus assumptions; its ideological legitimisation of the status quo; whether stratification is inevitable, beneficial or both/neither; problems of measuring functional importance, or skill/talent; meritocracy and empirical evidence of the continued existence of ascribed inequalities (inherited wealth; gender; ethnicity); mobility rates; the dysfunctions of inequality. Sources may include Davis & Moore, Tumin, Marx, Weber, Rosenfeld, etc.

- (c) “In today’s postmodern society, social class is no longer significant. Other social divisions such as gender and ethnicity are now more important in structuring inequality.”

Assess sociological views of this statement. In your answer, make use of material from **two or more** of the following areas: families and households; health; mass media; education; wealth, poverty and welfare; work and leisure; power and politics; religion; world sociology.

(40 marks)

*This part of the question includes assessment of your understanding of the connections between Stratification and Differentiation and other substantive topic(s) you have studied.*

### Knowledge and Understanding

20 marks

- 0** No relevant knowledge and understanding.
- 1 – 5** Answers in this band will show very limited knowledge and understanding and will have only very limited success in meeting the synoptic requirements of the question.

Lower in the band, there will be one or two commonsensical points about, e.g. class or poverty, showing minimal understanding. Higher in the band, there will be one or two isolated, very limited and possibly confused quasi-sociological points, e.g. about gender inequality, possibly with major errors or omissions.

- 6 – 10** Answers in this band will show somewhat limited knowledge and understanding and will have somewhat limited success in meeting the synoptic requirements of the question.

Lower in the band, there will be a shallow and limited knowledge and understanding of some potentially relevant material, e.g. on embourgeoisement, perhaps with errors. Higher in the band, knowledge will be somewhat greater and more accurate, but still limited, for example to a superficial descriptive account of gender or ethnic inequalities.

In this band, some may rely wholly or very largely on simply recounting material from the specified areas, with minimal material specifically from the sociology of stratification (e.g. material on how some ethnic minorities are more at risk of poverty or educational failure).

- 11 – 15** Answers in this band will show reasonably good knowledge and understanding and will be reasonably successful in meeting the synoptic requirements of the question.

Lower in the band, there will be a reasonably accurate knowledge of some theoretical and/or empirical material.

- Some may be broader accounts that amass descriptions of studies of social divisions, but with limited conceptual detail.
- Some may be narrower but more conceptually based answers.
- Many may focus solely on one major division (perhaps with little notion of change), reflecting a rather partial understanding.
- Some may use material appropriately from the specified areas (e.g. changes in gender inequalities in education, work, etc.), but with more limited material specifically from the sociology of stratification.



Higher in the band, there will be knowledge of both theoretical and empirical material on the structuring of inequality, and slightly more breadth or conceptual detail. Answers will deal with two or more social divisions.

- Material from different perspectives may also feature (e.g. Marxist, Weberian, feminist, postmodernist), reflecting a wider understanding, though there may be more concern with reporting findings of studies from such perspectives than with considering their theoretical implications.
- Material from the specified areas will appear, and some of it may be related successfully to issues in the sociology of stratification.

**16 – 20** Answers in this band will show very good knowledge and understanding and will successfully meet the synoptic demands of the question.

These answers will show thorough, conceptually detailed and wide-ranging knowledge and understanding of theoretical and empirical material on changes in the relative significance of class as against other divisions. Answers will show a clear understanding of relevant theoretical debates, e.g. on modernity/postmodernity or class versus status as the basis of stratification.

- The focus is likely to be on gender and ethnicity, but age, sexuality, nationality, religion, etc. may also figure.
- Issues such as the following may appear: de-industrialisation; class de-composition; the underclass; post-Fordism; women's/gay liberation or new social movements versus class organisation; immigration; globalisation; social policy; changes in the family; meritocracy; individualism; consumption, leisure and identity, etc.
- Material from the specified areas will be successfully integrated into the discussion of relevant issues in the sociology of stratification.

Higher in the band, knowledge will be more comprehensive and detailed, and/or links between theoretical and empirical aspects more explicit and developed, and understanding will become clearer and more complex.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Marx, Weber, Westergaard; Westergaard & Resler, Saunders, Dahrendorf, Murray, Field, Goldthorpe & Lockwood, Hartmann, Walby, Barrett & Phillips, Oakley, Pakulski & Waters, Connell.

