

OCR

Oxford Cambridge and RSA

Sample Question Paper

AS Level Sociology

H182/02 Researching and understanding social inequalities

Time allowed: 1 hour 30 minutes

This qualification is in draft form and has not yet been accredited by The Regulator, Ofqual. It is published to enable teachers to have an early sight of our proposed approach to this qualification. Further changes may be required and no assurance can be given at this time that the proposed qualification will be made available in its current form, or that it will be accredited in time for first teaching in 2025.



You must have:

- the OCR 12-page Answer Booklet

INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the Answer Booklet. The question numbers must be clearly shown.
- Fill in the boxes on the front of the Answer Booklet.
- Answer **all** the questions.

INFORMATION

- The total mark for this paper is **56**.
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document has **4** pages.

ADVICE

- Read each question carefully before you start your answer.

Section A

Read the source material.

Source A

An ethnographic study of the lives of working-class young people

Two sociologists were interested in trying to understand the lives of young working-class people, especially some who follow a culture of drink and violence in cities at night. The researchers used an ethnographic approach involving a combination of unstructured and semi-structured interviews together with observation. Over a period of a year, they interviewed and observed about 40 young people (mostly aged between 18 and 25) in the north-east of England. Most of the young people worked in insecure casual jobs and spent much of their leisure time in pubs and clubs in the city centre.

Adapted from: Winlow and Hall (2006) *Violent Night: Urban Leisure and Contemporary Culture*. Oxford: Berg

Source B

The perceived effects of deprivation on education

A researcher carried out semi-structured interviews with 30 children aged between 8 and 11, and also interviewed their parents and teachers, gaining qualitative data. The children were selected from three primary schools in different boroughs in Greater London, which had a high proportion of children eligible for free school meals. This research aimed to explore whether children, their parents and teachers in schools serving disadvantaged communities were aware of educational inequalities and what the impact they thought these may have on children's experiences and outcomes. The semi-structured interviews contained some standard, open-ended questions, but also allowed the interviewer to ask follow-up questions where appropriate. In the interviews, the children were asked about how important education was to them, their experiences in school and whether they felt that children in their school had the same educational opportunities as other children. Parents and teachers were asked similar questions.

Adapted from: Horgan (2007) *The impact of poverty on young children's experience of school*. York: Joseph Rowntree Foundation.

- 1 Explain the concept of quota sampling. Use an example to support your explanation. **[4]**
- 2 Explain **one** strength and **one** weakness of using ethnographic methods to study the lives of working-class young people. Use evidence from **Source A** to support your answer. **[8]**
- 3 'Semi-structured interviews are useful when researching the perceived effects of deprivation on education.'

Explain reasons that support this view. Use evidence from **Source B** to support your answer. **[16]**

Section B

- 4 Explain the concept of vertical segregation. Use an example to support your explanation. [4]
- 5 Explain **two** ways in which working class people are disadvantaged in society. Use sociological evidence to support your explanation. [8]
- 6* 'The roles of men and women should be different.'
- Evaluate this functionalist view.
Use your knowledge from across the full course of study to answer this question. [16]

END OF QUESTION PAPER

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Oxford Cambridge and RSA

Sample Mark Scheme

AS Level Sociology H182/02 Researching and understanding social inequalities

MARK SCHEME

Duration: 1 hour 30 minutes

MAXIMUM MARK 56

Version: **Sample**

This document has 14 pages

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

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.

3. 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. 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).

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.

4. 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.
5. 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).
6. For answers marked by levels of response:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **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

7. Subject Specific Marking Instructions

Section A

Q1: Explain the concept of quota sampling. Use an example to support your explanation. (4 marks)			
AO1 Knowledge and Understanding (3 marks)			AO2 Application (1 mark)
1 mark - Brief explanation of quota sampling given.	1 mark - The explanation of quota sampling is fully developed/further explained.	1 mark - Accurate example of quota sampling identified	1 mark – The example given is accurately applied to the concept of quota sampling.

Q1: Explain the concept of quota sampling. Use an example to support your explanation. (4 marks)	
Guidance	Indicative content
<p>This is a points-based question (AO1 x 3 marks + AO2 x 1 mark) and should be marked objectively [1+1+1+1].</p> <p>Higher marks demonstrate greater knowledge (through the explanation of the concept) and understanding (through exemplification) of sociological material (theories, concepts and evidence).</p>	<p>Explanation of the sociological concept of quota sampling. could include (AO1):</p> <ul style="list-style-type: none"> • Quota sampling is a non-probability method of sampling a target population. • Quota sampling is a non-random method of selecting participants. <p>Further development of the concept of quota sampling. could include (AO1):</p> <ul style="list-style-type: none"> • Quota sampling consists of breaking down the target population into characteristics and selecting a quota or number of each until enough have been selected. <p>Examples of quota sampling. could include (AO1):</p> <ul style="list-style-type: none"> • Selecting 100 participants that are male and 100 who are female. • Selecting participants based on a characteristic such as ethnicity. <p>Application of the example to quota sampling could include (AO2):</p> <ul style="list-style-type: none"> • By selecting by gender, it ensures there is a representative amount of both genders such as 100 of each. • Quota sampling would ensure a representative sample of a range of various ethnicities.

Q2: Explain one strength and one weakness of using ethnographic methods to study the lives of working-class young people. Use evidence from Source A to support your answer. (8 marks)		
Level	AO1 Knowledge and Understanding	AO2 Application
4	4 marks The candidate demonstrates an excellent knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The material is accurate and detailed.	4 marks The candidate demonstrates an excellent ability to apply relevant sociological material (theories, concepts, evidence and research methods) to the view presented in the question. The application of sociological material is made explicit by the candidate, is relevant, and frequently and consistently applied/related to the source. There is excellent engagement with/use of the source material.
3	3 marks The candidate demonstrates good knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The material is generally accurate but may be underdeveloped/lack detail.	3 marks The candidate demonstrates a good ability to apply relevant sociological material (theories, concepts, evidence and research methods) to the view presented in the question. The application of sociological material is made explicit by the candidate, is generally relevant but is only occasionally applied/related to the source. Generally, there is good engagement with/use of the source material.
2	2 marks The candidate demonstrates a limited knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response may contain some inaccuracies and lack detail.	2 marks The candidate demonstrates a limited ability to apply relevant sociological material (theories, concepts, evidence and research methods) to the view presented in the question. The material is applied/related to the source mainly implicitly and shows limited focus on the question. There is a limited attempt to engage with/use the source material.
1	1 mark The candidate demonstrates basic knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response contains considerable inaccuracies.	1 mark The candidate demonstrates a basic ability to apply relevant sociological material (theories, concepts, evidence and research methods). The material has marginal relevance and there may only be a partial understanding of the source shown which lacks focus on the question. There is a basic attempt to engage with/use the source material.
0	0 marks No relevant knowledge or understanding.	0 marks No relevant sociological application.

Q2: Explain **one** strength and **one** weakness of using ethnographic methods to study the lives of working-class young people. Use evidence from **Source A** to support your answer. **(8 marks)**

Guidance:

Assessment Objectives should be marked at each Level independently. For example, it is possible that a student can attain a Level 4 response for their knowledge and understanding, but only a Level 1 response for AO2.

Marks should be awarded in line with the qualitative descriptors in the marking criteria to reflect the depth of knowledge and understanding.

Candidates who only provide **one** point – i.e. a strength **or** a weakness (and therefore don't fully respond to the demands of the question) are limited to Level 2 (for both AO1 and AO2).

AO1 INDICATIVE CONTENT	AO2 INDICATIVE CONTENT
<p>Candidates may demonstrate their knowledge and understanding of sociological theories, concepts and evidence such as:</p> <ul style="list-style-type: none"> • A strength of ethnographic research is that it is high in validity meaning researchers can develop an understanding of the meaning and reasons behind behaviours shown. • A strength of ethnographic research is that it allows researchers to build rapport and develop an empathic understanding of the group/achieve verstehen. • A weakness of ethnographic research is that it lacks replicability, meaning it is not reliable as it cannot be repeated, and data cannot be compared. • A weakness of ethnographic research is that it can have high attrition rates, as ethnography tends to be longitudinal and completed over a long period of time. • Any other relevant theory, concept and evidence. 	<p>Candidates may apply sociological material to the source by using examples and evidence from the source to illustrate their knowledge and understanding of sociological material. To gain AO2 marks, candidates must specifically engage with/use the source material to support the points they raise.</p> <ul style="list-style-type: none"> • Source A shows that the research used three types of methods (triangulation) to make sure the results evidenced accurate findings, and it would be classed as an ethnographic piece of research. • Source A shows that the researchers completed the work over a period of a year meaning they were able to get to know participants and understand why they behaved and thought the way they did. • Source A shows that the research focused on the drink culture in the Northeast of England and so research in other locations or with other groups, would not create replicable or comparable data due to its qualitative nature. • Source A shows the research was undertaken over a year meaning that using the same participants for all three methods over the year, can be difficult, as people move on or drop out. • Applying any other relevant theory, concept and evidence to the source.

Q3: 'Semi-structured interviews are useful when researching the perceived effects of deprivation on education.' Explain reasons that support this view. Use evidence from Source B to support your answer. (16 marks)		
Level	AO1 Knowledge and Understanding	AO2 Application
4	7–8 marks The candidate demonstrates an excellent knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The material is accurate and detailed.	7–8 marks The candidate demonstrates an excellent ability to apply relevant sociological material (theories, concepts, evidence and research methods) to the view presented in the question. The application of sociological material is made explicit by the candidate, is relevant, and frequently and consistently applied/related to the source. There is excellent engagement with/use of the source material.
3	5–6 marks The candidate demonstrates good knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The material is generally accurate but may be underdeveloped/lack detail.	5–6 marks The candidate demonstrates a good ability to apply relevant sociological material (theories, concepts, evidence and research methods) to the view presented in the question. The application of sociological material is made explicit by the candidate, is generally relevant but is only occasionally applied/related to the source. Generally, there is good engagement with/use of the source material.
2	3–4 marks The candidate demonstrates a limited knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response may contain some inaccuracies and lack detail.	3–4 marks The candidate demonstrates a limited ability to apply relevant sociological material (theories, concepts, evidence and research methods) to the view presented in the question. The material is applied/related to the source mainly implicitly and shows limited focus on the question. There is a limited attempt to engage with/use the source material.
1	1–2 marks The candidate demonstrates basic knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response contains considerable inaccuracies.	1–2 mark The candidate demonstrates a basic ability to apply relevant sociological material (theories, concepts, evidence and research methods). The material has marginal relevance and there may only be a partial understanding of the source shown which lacks focus on the question. There is a basic attempt to engage with/use the source material.
0	0 marks No relevant knowledge or understanding.	0 marks No relevant sociological application.

Q3: 'Semi-structured interviews are useful when researching the perceived effects of deprivation on education.'

Explain reasons that support this view. Use evidence from **Source B** to support your answer. **(16 marks)**

Guidance:

Assessment Objectives should be marked at each Level independently. For example, it is possible that a student can attain a Level 4 response for their knowledge and understanding, but only a Level 1 response for AO2.

Marks should be awarded in line with the qualitative descriptors in the marking criteria to reflect the depth of knowledge and understanding.

As a guide, to reflect the **breadth** of their knowledge, a student would **typically** provide:

1–2 reasons for a Level 1 / Level 2 response

3–4 reasons for a Level 3 / Level 4 response.

AO1 INDICATIVE CONTENT	AO2 INDICATIVE CONTENT
<p>Candidates may demonstrate their knowledge and understanding of sociological theories, concepts and evidence such as:</p> <ul style="list-style-type: none"> • Semi-structured interviews are useful when looking at cultural deprivation because they allow the researcher to gain rich valid data, by following up with lines of enquiry, especially around sensitive topics, rather than having to stick rigidly to set questions. • Semi-structured interviews are useful for sociologists to gain rapport with participants and to show empathy and understanding of the lives of those being researched. • Semi structured interviews are useful because they also allow the researcher to gain reliable data through the structured questions and even open-ended ones can be coded to create patterns. • Semi structured interviews are useful because some questions can be prepared beforehand to help guide and structure the interview to keep both the researcher and the respondent on topic. • Any other relevant theory, concept and evidence. 	<p>Candidates may apply sociological material to the source by using examples and evidence from the source to illustrate their knowledge and understanding of sociological material. To gain AO2 marks, candidates must specifically engage with/use the source material to support the points they raise.</p> <ul style="list-style-type: none"> • Source B suggests that the research used open ended questions, that gain qualitative and valid data, but then also allowed the researcher to ask follow-up questions to get further depth and meaning from participants about how much they understood about educational inequalities and the effect on children's experiences. • Source B shows that researchers interviewed young children and parents for their perceptions on free school meals and disadvantage, so they could gain more valid data as a result of building a relationship and asking about a potentially sensitive subject (social disadvantage/deprivation). • Source B suggests that all participants were asked some standard questions – such as about how important education was to them and their experiences in school. The responses to these standard questions could be compared across the age groups and linked to disadvantage. • Applying any other relevant theory, concept and evidence to the source.

Section B

Q4: Explain the concept of vertical segregation. Use an example to support your explanation. (4 marks)			
AO1 Knowledge and Understanding (3 marks)			AO2 Application (1 mark)
1 mark - Brief explanation of vertical segregation given.	1 mark - The explanation of vertical segregation is fully developed/ further explained.	1 mark - Accurate example of vertical segregation identified	1 mark – The example given is accurately applied to the concept of vertical segregation.

Q4: Explain the concept of vertical segregation. Use an example to support your explanation. (4 marks)	
Guidance	Indicative content
<p>This is a points-based question (AO1 x 3 marks + AO2 x 1 mark) and should be marked objectively [1+1+1+1].</p> <p>Higher marks demonstrate greater knowledge (through the explanation of the concept) and understanding (through exemplification) of sociological material (theories, concepts and evidence).</p>	<p>Explanation of the sociological concept of vertical segregation. could include (AO1):</p> <ul style="list-style-type: none"> Vertical segregation is the concept that certain groups cannot progress as far in the workplace as compared to others. Vertical segregation is the ranking or ordering of people from top to bottom by ability or rank, where some are unable to achieve the top. <p>Further development of the concept of vertical segregation. could include (AO1):</p> <ul style="list-style-type: none"> Vertical segregation can often be linked to gender or ethnicity where disadvantaged groups lack the opportunity, not the ability, to progress further up the occupational ladder. <p>Examples of vertical segregation could include (AO1):</p> <ul style="list-style-type: none"> The gender pay gap is on average 20% where men are earning more than women and progressing up the ladder more quickly. Ethnic minorities are more likely to live below the poverty line than their white counterparts - young black males are 3 times more likely to be excluded from school. <p>Application of the example to vertical segregation could include (AO2):</p> <ul style="list-style-type: none"> Women tend to lack progression into management roles at the same rate as men. Ethnic minorities tend to struggle to progress in the same way as their White counterparts.

Q5: Explain two ways in which working class people are disadvantaged in society. Use sociological evidence to support your explanation (8 marks)		
Level	AO1 Knowledge and Understanding (4 marks)	AO2 Application (4 marks)
4	4 marks The candidate demonstrates an excellent knowledge and understanding of sociological material (theories, concepts and evidence). The material is accurate and detailed.	4 marks The candidate demonstrates an excellent ability to apply relevant sociological material (theories, concepts and evidence) by providing relevant examples of sociological evidence for each explanation/argument presented. The examples provided clearly support the points raised. The examples provided are likely to be based on specifically named research, theories and evidence).
3	3 marks The candidate demonstrates good knowledge and understanding of sociological material (theories, concepts and evidence). The material is generally accurate but may be underdeveloped/lack detail.	3 marks The candidate demonstrates a good ability to apply relevant sociological material (theories, concepts and evidence) by providing examples of sociological evidence that are generally relevant. An example is provided for each explanation/argument presented. The examples provided are likely to be based on specifically named research, theories and evidence).
2	2 marks The candidate demonstrates a limited knowledge and understanding of sociological material (theories, concepts and evidence). The response may contain some inaccuracies and lack detail.	2 marks The candidate demonstrates a limited ability to apply relevant sociological material (theories, concepts and evidence) by providing examples that may not be completely relevant, or only providing a relevant example to support one explanation/argument presented. The examples provided are unlikely to be based on specifically named research, theories and evidence).
1	1 mark The candidate demonstrates basic knowledge and understanding of sociological material (theories, concepts and evidence). The response contains considerable inaccuracies.	1 mark The candidate demonstrates a basic ability to apply relevant sociological material (theories, concepts and evidence) by providing examples that have marginal relevance to the explanation/argument presented. The examples provided are unlikely to be based on specifically named research, theories and evidence).
0	0 marks No relevant knowledge or understanding.	0 marks No relevant sociological application.

Q5: Explain two ways in which working class people are disadvantaged in society. Use sociological evidence to support your explanation (8 marks)

Guidance:

Assessment Objectives should be marked at each Level independently. For example, it is possible that a student can attain a Level 4 response for AO1 knowledge and understanding, but only a Level 1 response for AO2 application of knowledge and understanding.

Marks should be awarded in line with the qualitative descriptors in the marking criteria to reflect the depth of knowledge and understanding.

Candidates who only provide **one** way/reason/characteristic (and therefore don't fully respond to the demands of the question) are limited to Level 2 (for both AO1 and AO2).

AO1 INDICATIVE CONTENT	AO2 INDICATIVE CONTENT
<p>Candidates may demonstrate their knowledge and understanding of sociological theories, concepts and evidence such as:</p> <ul style="list-style-type: none"> Working-class people face disadvantage through the boom-and-bust nature of society in the workplace (Castles and Kosack). This is the way the working class tend to find themselves in the reserve army of labour at the bottom of the social scale. Working-class people face disadvantage via education. Cohen argues that young working-class boys are likely to suffer from status frustration, due to their inability to achieve middle class values. Working-class people face disadvantage in society due to a lack of upward social mobility. Goldthorpe argues there is a 1:2:4 rule of relative hope. Working-class people face disadvantage through the continued perpetuation of family values at the bottom of society. Willis argues that young working-class boys are learning to labour, and as such follow their fathers into shopfloor jobs. Any other relevant theory, concept and evidence. 	<p>Candidates may apply sociological material by using examples of the sociological theories, concepts and evidence to illustrate their knowledge and understanding and to directly address the question.</p> <ul style="list-style-type: none"> For Castles and Kosack, the emergence of zero-hour contracts leads to further working-class disadvantage in the workplace, as they are more likely to gain insecure work that relies on the fickle nature of the economy. This means that the working classes will be disadvantaged in the workplace, as they are less likely to achieve higher paid roles compared to those in the middle classes. For Cohen, this means the working classes continue to face disadvantage even before adulthood where the education system is failing working class boys. When boys realise, they cannot achieve the middle-class values of success and qualifications, they become frustrated and turn to illegitimate ways of achieving status and thus sealing their inequality. For Goldthorpe, this means that whatever the chance a working-class boy had of reaching the service class, an intermediate class boy had twice the chance, the same chance as a boy starting off in the service class (who had four times the chance of a working class boy). As such, the working classes continue to be disadvantaged in society and cannot increase or improve their position via social mobility. For Willis this means then that working class boys grow up and follow their fathers into particular types of work and continue to face the same social class inequality and disadvantage. They reject opportunities given in education and the potential for promotion in the workplace, and therefore face as such disadvantage as their parents. Applying any other relevant theory, concept and evidence.

Q6: 'The roles of men and women should be different.' Evaluate this functionalist view. Use your knowledge from across the full course of study to answer this question. (16 marks)		
Level	AO1 Knowledge and Understanding	AO3 Analysis and Evaluation
4	4 marks The candidate demonstrates an excellent knowledge and understanding of sociological material drawn from across the full course of study (theories, concepts and evidence). The material is accurate and detailed.	10–12 marks The candidate demonstrates an excellent ability to analyse and evaluate sociological material drawn from across the full course of study (theories, concepts and evidence), including making sound judgements and drawing reasoned conclusions from this material. A balanced discussion is presented (e.g. considering both supporting/challenging views). <i>There is a well-developed line of reasoning which is clear, coherent and logically structured. Information presented is relevant/appropriate and substantiated.</i>
3	3 marks The candidate demonstrates good knowledge and understanding of sociological material drawn from across the full course of study (theories, concepts and evidence). The material is generally accurate but may be underdeveloped/lack detail.	7–9 marks The candidate demonstrates a good ability to analyse and evaluate sociological material drawn from across the full course of study (theories, concepts and evidence), including making reasonable judgements and drawing conclusions from this material. A balanced discussion is presented (e.g. considering supporting/ challenging views). <i>There is a line of reasoning presented with some structure. Information presented is mostly relevant/ appropriate and supported by some evidence.</i>
2	2 marks The candidate demonstrates a limited knowledge and understanding of sociological material drawn from across the full course of study (theories, concepts and evidence). The response may contain some inaccuracies and lack detail.	4–6 marks The candidate demonstrates a limited ability to analyse and evaluate sociological material drawn from across the full course of study (theories, concepts and evidence), including attempts to make judgements and draw conclusions. The discussion may not be balanced (e.g. only considering supporting views). <i>The response has limited structure. Information presented is sometimes appropriate.</i>
1	1 mark The candidate demonstrates basic knowledge and understanding of sociological material drawn from across the full course of study (theories, concepts and evidence). The response contains considerable inaccuracies.	1–3 marks The candidate demonstrates a basic ability to analyse and evaluate sociological material drawn from across the full course of study (theories, concepts and evidence). Attempts to make judgements and draw conclusions, if present, will be brief. The discussion may not be balanced (e.g. only considering supporting views). <i>The response is poorly structured. Information presented is rarely relevant/appropriate.</i>
0	0 marks No relevant knowledge or understanding.	0 marks No relevant sociological evaluation.

Q6: The roles of men and women should be different.' Evaluate this functionalist view.

You can use your knowledge from across the full course of study to answer this question. **(16 marks)**

Guidance:

Assessment Objectives should be marked at each Level independently. For example, it is possible that a student can attain a Level 4 response for AO1 knowledge and understanding, but only a Level 1 response for AO3 analysis and evaluation.

Marks should be awarded in line with the qualitative descriptors in the marking criteria to reflect the depth of knowledge and understanding.

As a guide, to reflect the **breadth** of their knowledge, a student would **typically** provide:

1–2 points for a Level 1 / Level 2 response

3–4 points for a Level 3 / Level 4 response.

Credit will be awarded for any relevant knowledge, understanding and skills displayed from across the full course of study.

AO1 INDICATIVE CONTENT	AO3 INDICATIVE CONTENT
<p>Candidates may demonstrate their knowledge and understanding of sociological theories, concepts and evidence such as:</p> <ul style="list-style-type: none"> Parsons' ideas that men and women are biologically determined to take up different spaces in society in order for the healthy running of society. Women are predisposed to take on the expressive role and men the instrumental role. Oakley's ideas that culture means roles are different but shouldn't be, where gender role socialisation creates a gender gap from a young age due to canalisation, verbal appellations, different activities and manipulation. Millet's ideas that biology alone is not a good enough reason to create a divide or difference based on gender. Any other relevant theory, concept and evidence. 	<p>Candidates may analyse and evaluate sociological material in order to present arguments, make judgements and draw conclusions, such as:</p> <ul style="list-style-type: none"> Concluding that for functionalists, the different roles for men and women are required in order for society to run as it should and maintain the equilibrium (Parsons). Concluding that there needs to be a shift in culture to create egalitarian roles. Women are socialised into behaving a particular way and being trained to be housewives from a young age. Boys are taught to be tough and strong and to be the leader which reinforces patriarchal ideas and the idea that men and women should be different in their roles (Oakley) Concluding that roles should not be different between men and women because it creates an unnecessary divide. The biological ability to have children should not mean that women are trapped within the home with the majority of responsibility for children and running the home, and as such, the roles of men and women need to go further to be less different. (Millet). Any other relevant argument, judgement or conclusion.

Assessment Objectives Grid

Question	AO1		AO2	AO3			Total
	AO1.1	AO1.2	AO2	AO3.1	AO3.2	AO3.3	
1	0	3	1	0	0	0	4
2	0	4	4	0	0	0	8
3*	0	8	8	0	0	0	16
4	3	0	1	0	0	0	4
5	4	0	4	0	0	0	8
6*	4	0	0	4	4	4	16
Totals	11	15	18	4	4	4	56
	26		18	12			

*This question includes criteria for Quality of Extended Response.